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ABSTRACT

This document includes 14 appendices to a report submitted by Education Turnkey Systems, Inc., and its subcontractor, Kirschner Associates, Inc. and key University of Maryland and other consultants in response to the needs of the National Institute of Education as specified in the Request for Proposal "to develop a Design to Study Individualized Instruction, as part of a general study of compensatory education activities". The ultimate purpose of this two-phase effort, it is stated, is to provide both Congress and NIE with policy-relevant information on the effectiveness and effects of well-implemented individualized math and reading programs as they compare with similar standardized programs. The first appendix discusses ongoing research efforts relevant to compensatory education generally and to the study proposed here specifically. The other 13 appendices are: General Approach Memorandum for Parental Involvement Study, Proposed Design for Parental Involvement Study, Compensatory Education Variable Checklist, Sampling Questionnaires Sample Size Determination, Selection Process for Potential Candidate Sites, List of Potential Candidate Sites, Site Identification Checklists for District Survey I Sites and Non District Survey I Sites, Program Implementation Instrument Design, Draft Implementation Assessment Instrument, Suggested Interview Instrument, and Data Collector's Manual. (Author/JM)

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ED117218

A DESIGN TO STUDY THE EFFECTIVENESS OF INDIVIDUALIZED INSTRUCTION IN THE TEACHING OF READING AND MATHEMATICS

APPENDICES

NIE CONTRACT No. 400-75-0073

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APPENDIX I

RESEARCH EFFORTS AND FINDINGS

In this appendix we identify ongoing research efforts relevant to compensatory education generally and to this study specifically.

GENERAL COMPENSATORY EDUCATION RESEARCH EFFORTS/FINDINGS

Many recent studies of compensatory education have found that specific factors contribute significantly to the success of compensatory education programs. Although the thrust of these studies was not toward the specific question of individualization, these research efforts and some of their findings provide a useful perspective prior to focusing on this specific effort.

Purposes

Most of the studies conducted in the 1960s (e.g., TEMPO, 1968[1]; Glass, 1970[2]; and Gordon, 1971[3]; AIR, 1968[4]) focused on compensatory education programs funded under such specific titles as ESEA Title I and ESEA Title III. Generally the results of these studies concentrated on educational results and, to a lesser extent, program purposes. The findings in such studies indicated:

- that existing evaluations (by LEAs and SEAs) of programs were inadequate;
- that few school program characteristics (as opposed to socio-economic status variables) were associated with student achievement; and
- that many types of compensatory education programs had not been successful.

The most recent major attempt to describe the characteristics of compensatory education programs on a national basis is in the initial phases of the ongoing Education Testing Service General Reading Study related to the possible effects of compensatory education programs on the development of reading skills. Data from the survey (presented in 1973) indicated that there were substantial variations among schools in the ways in which they approached compensatory education reading programs. For the most part, however, the purposes of the LEA programs were taken to be those stated in their reports -- not necessarily verified through additional studies of the perception of individuals involved in the programs. In 1973, the Planar Corporation completed a study[5] which attempted to compile and synthesize the results of Title I math and reading programs. A supplementary Planar study[6], focusing on the administration of Title I programs, required some descriptive information on program characteristics and purposes. These studies did, however, have some major limitations, including:

- the lack of a taxonomy to be used for further synthesis;
- the dependence on stated objectives, as opposed to those verified on site; and
- the lack of a survey of the perceptions of SEA and LEA officials regarding program purposes.

LEA Planning and Coordination

The nature and extent of planning and coordination activities varies greatly among the types of compensatory education programs (e.g., in formula-based programs where program planning is weak; in special projects such as Title III where heavy emphasis is placed on needs assessment). Coordination, a very elusive term, is frequently used as a catch-all category of inadequacy explaining apparent program failure. Recent studies conducted by TURNKEY (San Antonio Independent School District, 1973[7]; and Fairfax County, Virginia, 1974[8]) indicate that coordination has very different meanings to different staff within the same compensatory education programs.

Planning, which occurs at the LEA level, often is influenced by SEA guidelines and procedures which in turn are influenced by Federal requirements for specific types of compensatory education programs (e.g., Title I funds can now be used for planning purposes). In many states, SEA administered programs impose few requirements beyond Federal guidelines. In others, SEAs require strict adherence to rigorous planning and needs assessment procedures. As the Planar study[9] implies, the context of SEA procedures has an important impact on both compensatory education program results and the degree of individualization of such programs.

Unlike other sectors of our society where the effectiveness of planning and coordination can be measured by some eventual

"bottom line", in education it is particularly difficult to attribute planning effects on student performance because program implementation is extremely "people-linked". The results of TURNKEY's Study of Michigan's Compensatory Education Programs[10] and similar studies (e.g., Wirt, 1975[11]; Klepak, New York State Governor's Office, 1974[12]) indicate that involvement of staff in planning and initial decision-making are clearly and positively associated with program effectiveness.

School/Program Characteristics

During the final stages of the Fleischman Commission Study[13], Gutherie summarized the results of nineteen major studies on school characteristics/effects. As a result, he was able to identify four categories of variables which relate significantly to student performance measures. These categories are summarized below:

- School Facilities: school site size
  building age
  percent of makeshift classrooms
- Instructional Materials: library volumes per student
  supply of textbooks
- Teacher Characteristics: verbal ability
  experience
  job satisfaction
- Student Environment: school size (enrollment)
  classrooms per 1,000 students
  percent of students transferring

Many of these factors, which were identified as significant, are subject to relatively little or only indirect influence by Federal policy.

A more recent synthesis of studies on educational effectiveness was conducted by Heim and Perl[14]. This research reviewed and analyzed the findings of over 100 studies most of which focused on compensatory education. Using reading and math test scores as dependent variables, the study identified contributing factors, including:

- determinants not amenable to policy control (e.g., SES, district size, location);
- staff-related inputs (e.g., teaching experience, class size);
- pedagogy-related variables (e.g., independent study, TV, programmed learning).

The findings of the study indicated certain program operating characteristics which were systematically related to student reading achievement at both the early and late elementary levels. Specifically, it found that SES, race, and rural background were related to achievement; that class size and teacher degree status were significantly related, while teacher experience was not; and that certain pedagogical techniques and strategies had mixed effects on reading achievement at the elementary level.

In 1972, the Office of the Assistant Secretary for Planning and Evaluation, DHEW[15], attempted to summarize evidence of compensatory education effectiveness. After duly noting the difficulty in summarizing studies which use different measures of student achievement (including tests of different reliabilities and validities) the study concluded that compensatory education

programs can be made to "work" and "that an effective compensatory education program will indeed require significant additional resources and we have recommended as an approximation of that addition the figure of $300 (per student)." The major limitations of this summary were the very short time available to conduct the summary and heavy reliance upon annual reports submitted by SEAs and evaluation reports of individual projects.

RELATED RESEARCH EFFORTS ON INDIVIDUALIZED INSTRUCTION

While these studies have been directed toward policy and research issues related to compensatory education generally, a number of studies conducted in the recent past have attempted to focus upon various aspects of individualized instruction. Below we have summarized the relevant portions of this research, the issues addressed, and some of the problems encountered as they relate to this particular study.

In 1973, USOE's Division of Compensatory Education conducted a synthesis of six major studies related to compensatory education. These studies included:

- Strategies of Compensation: A Review of Educational Projects for the Disadvantaged in the United States (Organization for Economic Cooperation and Development, 1971).
- Compensatory Education: Evaluation in Perspective (Edmund W. Gordon, Information Retrieval Center on the Disadvantaged, 1970).
- How Effective Is Schooling? A Critical Review and Synthesis of Research Findings (Final Report to the President's Commission on School Finance, Rand Corporation, 1971).

- ESEA Title I: A Reanalysis and Synthesis of Evaluation Data from Fiscal Year 1965 through 1970 (American Institutes for Research, 1972).

- Draft, Final Report, Exemplary Projects Studies (Columbia University, 1972).

- State Title I Evaluation Reports for FY 1972.

In an attempt to identify common characteristics of effective programs, USOE identified several characteristics of individualized programs of instruction. As summarized in the NSPRA Report[16], these characteristics included:

- "Clear objectives which must be clearly written and stated in specific measurable terms; instructional techniques and materials must closely relate to those objectives."

- "Attention to individual needs which includes a careful diagnosis and individual plan for each student".

- "Flexibility and grouping which allow staff opportunities to provide small group instruction and to teach frequently on a one-to-one basis. USOE notes that when group instruction was part of the daily program it tended to be more effective if students were not confined to the same group for more than several days without reassessment of the teacher's and students' strengths."

- "Personnel management which allows key staff personnel to work individually with teachers in the classroom. USOE stresses the need for much coordination and cooperation among staff and a well designed inservice program."

- "Structured program approach which stresses sequential order and activity. Pupils must also receive frequent and immediate feedback."

As this RFP notes, individualized techniques have consistently been identified by researchers as characteristics of successful programs which teach basic skills. In the case studies of Wargo

and others involved in some of the previously mentioned studies, these characteristics were, for the most part, found to occur in special projects which were established in a more costly and closely controlled environment than normally maintained in schools. Hence, accepting the general premise that individualized instruction is relatively more effective in special projects funded under certain conditions, the need exists to examine the degree to which individualized instruction can be accomplished in regular classrooms and the way in which it can best be introduced. While few previous research efforts have attempted to answer this specific question on a large scale, several recent efforts have been and are being designed to examine many facets of this specific issue.

Recently, the Federal Reserve Bank of Philadelphia conducted a study[17] of learning efficiency and equity in the Philadelphia Public Schools. The two researchers, Drs. Anita Summers and Barbara Wolfe, in developing an input/output model for assessing resources and effectiveness, attempted to identify the types of resources and resource mixes which appeared to be most successful with various categories of students grouped by grade level, race, and other factors. Although the research effort did not include a comparison of individualized vs. standardized instruction, the characteristics of programs which appear to contribute to high achievement for various categories of students in many instances did represent many of the characteristics associated with individualized programs.

The SRI Follow Through study[18] conducted over the last five years by the Stanford Research Institute has attempted to assess the effectiveness of a number of planned variation instructional approaches. Aside from the general findings which, based upon a review of available materials, indicate that follow through programs can be successful, several interesting additional findings regarding approach should be noted since they are directly relevant to this study:

- Persons collecting data and conducting observations can in fact observe how teaching staff are actually implementing program variations. These observations are much more useful than depending merely on descriptions and plans;
- Data collectors can be trained in the use of appropriate instruments to conduct classroom observations of treatment and control and/or comparison classrooms;
- Using proper scaling techniques relevant comparisons can be made between individualized and standardized type of instruction;
- The physical setting and environment, including time usage, is an important aspect of any type of program operations and should be included in data collection and analysis phases; and
- High quality control measures must be enforced during the training of data collectors, the data collection process, and the data reduction and analysis tasks.

In a subsequent section of this proposal other aspects of the SRI study are discussed in light of the design issues described in the RFP.

Since about 1971, the Education Testing Service has been conducting, for the U. S. Office of Education, a study of

reading to identify the possible effects of compensatory education reading programs on the development of reading skills in the elementary grades. The results of the initial phase of the study indicates that substantial variations among schools existed in terms of approaches to compensatory education reading. The second phase of the study includes a comprehensive evaluation of reading program characteristics and attempts to analyze the cost-effectiveness of certain variables. Based on discussions with individuals involved in this study, several relevant issues are worth noting:

- The definition of a program (i.e., similar studies receiving similar treatment) has created problems during the project's analysis phase because of the wide variety of "programs".
- Success criteria and test administration procedures are being questioned in light of preliminary findings. It appears that "bottoming" and "topping" affects have occurred, creating difficulty in assessing actual vs. expected gains. To the extent that new tests are developed and/or items are selected for inclusion in this study, it is important to note the degree to which they reflect content validity.

Perhaps the most useful recent study which provides insights into the various aspects of individualized instruction in regular compensatory education programs is the TURNKEY study for the Michigan Department of Education[19]. This study is attempting to determine the characteristics of successful and unsuccessful compensatory education reading programs and to determine the costs associated with these variables which characterize successful programs. The findings of this study have been covered

widely in national education media. During the year of analysis, 45 variables discriminated between successful and unsuccessful programs, and over 30% of the variation in student performance was explained by per pupil cost of resources devoted to reading. While the reader is requested to review the summary submitted to the State Board of Education in March 1975 included in Appendix A it should be noted that a complete copy of TURNKEY's Report to the Michigan Department of Education has been received by NIE directly from Michigan's State Superintendent. Of specific relevance to this study are the findings that successful programs are more likely to have the following characteristics than unsuccessful ones:

- teachers spend more time planning;
- teachers actually select a larger portion of the materials used in the classroom and are more likely to modify, expand, or otherwise contribute to the development of performance objectives;
- teachers spend approximately five times the amount of time in training prior to initiation of instructional programs; and
- teachers and principals have higher morale and greater satisfaction regarding the students and their instructional program.

While these and other factors are discussed in a subsequent section (Task 1 -- Defining Program Variables), the relationship between this study and the TURNKEY Michigan Study is very clear and has, as a result, affected our general approach.

In developing the remaining sections of our proposal it should be noted that members of the project team were acutely

aware of the large amount of Federal resources planned for studies presently being initiated in areas related to compensatory education. A recent letter dated 16 May 1975 from the Director of the National Advisory Council on the Education of Disadvantaged Children to the Assistant Secretary of Education (DHEW) estimated that close to $350 million worth of studies have been mandated under the new Education Amendments of 1974. Moreover, between NIE and USOE, approximately $40 million is directed toward compensatory education. These efforts include among others the $25 million longitudinal examination of cognitive gains to be conducted by the Office of Education. While the details of many of these studies are not available at this writing, it is important to note that members of the project team are aware of problems and issues related to these studies and the concern expressed by members of Congress and national advisory groups regarding their design and implementation. Familiarity with these aspects of the educational research setting are a necessity if this effort is to avoid the many potential political pitfalls.

SECTION II

FOOTNOTES

[1] TEMPO Evaluation of Title I ESEA Compensatory Education (Santa Barbara, California: General Electric Company, TEMPO Center for Advance Studies, 1968).

[2] G. V. Glass, Data Analysis of the 1968-69 Survey of Compensatory Education (Title I), Final Report (Boulder, Colorado: University of Colorado Laboratory of Educational Research, August 1970).

[3] Edmund W. Gordon and James Kourtrelakos, Utilizing Available Information from Compensatory Education and Surveys, Final Report to the Office of Education, 1971.

[4] A Study of Selected Exemplary Programs of Disadvantaged Children (Palo Alto, California: American Institutes for Research, 1968).

[5] Title I Reading and Mathematics Programs: A Compilation and Synthesis of Available Achievement, Expenditure and Model Project Information, Report submitted to the Department of Health, Education and Welfare, Contract No. HEW-OS-72-224, Washington, D. C. (The Planar Corporation, August 1973).

[6] Peter G. Briggs, A Perspective on Change: The Administration of Title I of the Elementary and Secondary Education Act, Report submitted to the Department of Health, Education and Welfare, Contract No. HEW-OS-72-224, Washington, D. C. (The Planar Corporation, October 1973).

[7] Study of Special Projects Management and Evaluation in the San Antonio Independent School District (Washington, D.C.: Education Turnkey Systems, Inc., 1973).

[8] Evaluation of Fairfax County Title I Program (Washington, D. C.: Education Turnkey Systems, Inc., 1974).

[9] Briggs, loc. cit.

[10] Study of the Cost-Effectiveness of Michigan Compensatory Education Programs (Washington, D. C.: Education Turnkey Systems, Inc., 1974).

[11] John Wirt, "Implementing Diagnostic/Prescriptive Reading Innovations", Presented at AERA, April 1975.

[12] School Factors Influencing Reading Achievement (Albany, New York: State Education Department, Office of Education Performance Review, March 1974).

[13]James Gutherie, "A Study of School Effectiveness", Fleischman Report, Appendix A, Mimeo, 1972, p. 19.

[14]John Heim and Louis Perl, The Educational Products Function: Implications for Educational Manpower Policy (Cornell Institute for Public Employment, 1974).

[15]Lawrence Lynn, The Effectiveness of Compensatory Education Programs (AS/DHEW, 1972).

[16]Compensatory Education: What Works (Arlington, Virginia: National School Public Relations Association, 1974).

[17]Summers and Wolfe, Which School Resources Help Learning? Efficiency and Equity in Philadelphia Public Schools, Business Review of Federal Reserve Board (February 1975).

[18]Jane Stallings, et al., Papers presented at AERA, 1975.

[19]Study of the Cost-Effectiveness of Michigan Compensatory Education Programs (Washington, D.C.: Education Turnkey Systems, Inc., 1974).

APPENDIX 2

GENERAL APPROACH MEMORANDUM FOR

PARENTAL INVOLVEMENT STUDY

EDUCATION TURNKEY SYSTEMS, INC.
PROVIDING CATALYTIC SERVICES FOR EDUCATION
CORPORATE HEADQUARTERS: 1660 L St. N.W.
Washington, D.C. 20036

21 October 1975

M E M O R A N D U M

TO: Dr. Joy Frechtling
National Institute of Education

FROM: Charles L. Blaschke

SUBJECT: Individualized Instruction Study — Parent Involvement

During the July meeting with the four contractors, you asked each of the contractors to consider during the design study the alternative ways of handling the "parental involvement" issue. The so-called Quie Amendment, of course, called for the establishment of individual student goals in a cooperative arrangement involving teacher, parents, and student, with each agreeing to carry out certain actions. The purpose of this memorandum is to brief you on our preliminary findings and thoughts on handling of this variable as part of the overall Compensatory Education Study and the design of Individualized vs. Standardized Instructional Substudy (I vs. S Study).

The specific design question which we have attempted to address very simply is, "How to treat parental involvement in the overall study of Individualized vs. Standardized Instruction". The alternatives appear to range from: treating specific types of parental involvement as program variables in the analysis; to using parental involvement as a sampling variable in the sample selection design; to conducting a descriptive case study approach of parental involvement in well-implemented programs; to various combinations.

Design Approach

In order to address the above questions, we outlined three major tasks: (1) the development of a data base identifying specific projects involving parents; (2) the identification of the policy research issues and questions; and (3) the analysis of alternative study designs and approaches. The activities undertaken in each of these areas are described below.

(1) Development of Data Base

Since we were more interested in identifying specific parent involvement projects rather than determining the degree to which parents are involved

generally across all education programs, we immediately focused upon programs with legislative or regulatory requirements to involve parents. Moreover, since OMB clearance was precluded, we relied heavily upon existing documentation from various sources, including the TURNKEY file and our experience in programs involving parents in 150 LEAs and 20 SEAs.

First, we contacted the National Advisory Council for the Education of Disadvantaged Children, a strong advocate of parental involvement, who assisted us in identifying thirteen exemplary programs involving parents. For the most part, parent involvement in these projects focused upon policy issues and program goals rather than direct involvement in instructional programs.

Second, we reviewed project abstracts as well as detailed implementation procedures for the Follow Through models. It would appear that some Follow Through models are designed as much to train parents to be instructors, either in the classroom or at home, as they are designed to instruct children. Based upon the review of documents without any indepth verification, the preliminary findings in Figure I illustrate the nature and extent of parental involvement in the Follow Through models.

Third, as we reviewed other potential candidates, such as those identified as exemplary Title I projects and those submitted to the Dissemination Review Panel (USOE), we identified a number of additional projects which involved parents to varying degrees, ranging from parent advisory committees which provided planning and evaluation functions, to direct parent involvement in the instructional process at school and at home. It should be noted that a number of exemplary Title I programs identified for national validation purposes in the Dissemination Review process and/or identified for the 1973-74 Comp Ed Education Fair were disqualified upon on-site visits by the USOE monitor and/or validation teams because the specified "parental involvement" existed only on paper (i.e., unofficially reported by USOE Title I staff).

Fourth, project team members also took an inventory of projects which have been planned, developed, evaluated, and/or audited by TURNKEY over the last five years. Documentation of the following categories of projects were reviewed: a) 23 districts involved in the Chapter 3 program in Michigan, which requires involvement of the community/parents in planning and evaluation; b) 10 projects involved in the Chapter 4 program in Michigan which requires more extensive parental involvement; c) the 4 urban districts involved in the USOE Incentives Project, for which TURNKEY was responsible for conducting extensive parent interviews and observation; d) Fairfax County Title I program audit of parental involvement in all Title I schools; e) parent-teacher-student contracts in the Detroit Public Schools, initiated in 1971; and f) the results of the Michigan Cost-Effectiveness study, which "explored" the impact of parental involvement upon student performance in a limited sample.

FIGURE I

FOLLOW THROUGH MODEL	PARENTAL INVOLVEMENT IN: PROGRAM GOALS/OBJECTIVES SELECTION/DESIGN	STUDENT OBJECTIVES SELECTION/DEVELOPMENT	IN-CLASS INSTRUCTION FOR STUDENTS	AT-HOME INSTRUCTION FOR CHILDREN: PRESCRIBED/ STRUCTURED	AT-HOME INSTRUCTION FOR CHILDREN: UNSTRUCTURED	PROGRESS EVALUATION: PRESCRIBED	PROGRESS EVALUATION: FLEXIBLE	TRAINING PROVIDED BY: TEACHER/ BLDG STAFF	TRAINING PROVIDED BY: MATERIALS (PROGRAMMED)	TRAINING PROVIDED BY: OTHER
orgia State ollow Through	X			X		X		X		
iversity of Arizona ollow Through										
iversity of Oregon ollow Through					X		X			
C ollow Through										
iversity of N. Dakota ollow Through							X			
iversity of Georgia AP										
iversity of Florida ollow Through			X	X				X		
mpton Institute ollow Through										
.I ollow Through			X		X		X			
DC ollow Through				X			X	X		
ark College ollow Through			X		X		X			
C ollow Through					X		X	X		
rtheast Illinois Univ. ollow Through			X		X		X	X		
gh Scope ollow Through				X		X				
lifornia State Education gency - Follow Through	X	X								
RA1 ollow Through	X		X		X	X	X	X		X
nk Street ollow Through	X	X	X		X		X			
iversity of Kansas ollow Through			X					X		
r West Regional ducational Lab					X		X	X		

Fifth, we reviewed a limited number of available studies/reports of projects designed to ensure parental involvement. These included the parent study in the feasibility study for the vouchers program in West Hartford, Connecticut; the preliminary results of the Rand Study of the vouchers program in Alum Rock; the process evaluation of the Parent Advisory Group in the Dallas School District compensatory education program; a review of "very soft" evaluative data on the 20 Home Start Programs sponsored by DHEW.

And last, we "discovered" two very useful documents (neither of which has had wide distribution), which supported not only our tentative inclinations but also the study design which we were seriously considering. The first study, conducted by Stearns and Peterson (1973), was a synthesis of existing research on parental involvement to assist in policy formulation at USOE (OPBE); the second was a paper presented at the OECD (1973) by Datta on parent involvement in early childhood education in the U.S. Both reports provided a good conceptual framework for discussing and analyzing parental involvement -- its growth in education, the underlying philosophy and principles, the impact on students and parents, and the fertile areas of research -- as described in the Proposed Design attached to this memorandum.

Summary of Directly-Related Findings

While each of the findings noted below is described in greater detail in the Proposed Design, the most critical findings influencing our selection of a design are noted below.

A. Very little research has focused primarily and specifically upon the effects and effectiveness of parental involvement upon student growth in cognitive and affective areas. The impact of parental involvement on schools and districts, policies and procedures, has been documented; yet, no serious research investigations have been conducted. Both findings support the justification for NIE to include parental involvement as a separate substudy of the overall Compensatory Education Study, or a large component of existing or planned substudies -- if for no other reason than it's expanded role in compensatory education with only modest evaluation efforts.

B. The spotty research which has been conducted indicates and/or otherwise provides some evidence that:

- parents trained as tutors of preschool children do have a positive impact upon cognitive growth; there exists very little or no evidence that a similar relationship holds for older students;

- parental involvement as decision-makers and/or participants in classroom instruction does result in increased self-esteem on the part of the parents, yet little or no impact on students;

- parental involvement in the form of aides and classroom assistants to teachers does have an effect on classroom organization and procedures, and provides the opportunity for more individual attention for children;

- parental involvement in whatever form is difficult to obtain, even if the district is willing, due to financial and other constraints upon parents of compensatory children;

- evidence that parent involvement raises community consciousness or leads to school reform is not consistent.

C. Parental involvement varies among programs in terms of quality, type, and extent, often reflecting differences in the legislation and/or Federal-SEA guidelines and regulations. While it is extremely difficult to categorize various projects into "types of parental involvement", especially based upon existing documentation, the following examples under various categories are listed in descending order of occurrence in projects as identified during the I vs. S Study design phase.

- Parental Involvement through Parent Advisory Committees (PACs): PACs in most federally and state funded compensatory education programs is mandated; more attention appears to be directed towards planning and the establishment of overall program goals than time devoted to evaluation. In most instances, unless parental involvement is specified as a special component (e.g., Title I in the District of Columbia) or has high priority at the Board of Education or at the Superintendent level, such as in Dallas, the PAC activities will be relatively passive and minimal.

- Parental Involvement in the Classroom: Assistance as aides ranges from clerical administration to assisting in non-professional tasks such as ensuring the availability of appropriate materials for children. Parent volunteer programs exist in a number of inner-city school systems. Training is usually conducted on a non-structured, informal basis by the classroom teacher; in certain instances, such as the Grand Rapids Title I Summer Program, training is provided by the publisher's consultants.

- Parent Assistance in "At-Home" Instruction: Programs designed for parents to instruct at home are generally unstructured; training is informal, suggesting activities. Significant exceptions include the Parents Assisting Kids (PAK) and SPARKIE projects in Wayne-Westland which prescribe specific learning activities for pre and early schoolers; five Follow Through models (e.g., Georgia State) train parents to instruct children in prescribed activities in the home; the Florida migrant program provides, through a contractor, intensive and extensive instruction in basic skills to parents who in turn teach these skills to children in the home.

- Parent Involvement in Establishing Individual Student Objectives: Most PACs focus on broad program objectives rather than individual student objectives. To some extent, in the California AFRAM and Bank Street Follow Through models, parents are given the opportunity to establish specific objectives for their children, working closely with the teacher. Only in a limisted number of projects do parents, students, and teachers actually identify and/or determine the specific learning objectives to be prescribed for the students. One such project exists in Flint, Michigan, in the community schools program, funded over the last two decades by the Mott Foundation. In Detroit, three years ago, a program was initiated whereby parents, teachers, and students decided upon specific objectives, agreed upon specific responsibilities, and entered into contingency contracts with each other. Last year five schools within the Detroit Public Schools utilized this process to some extent.

(2) Policy Research Issues/Design Constraints

Based upon discussions with groups and individuals mentioned above, TURNKEY observations through involvement in projects with extensive parental involvement components, and upon findings and recommendations eminating from the Stearns and Peterson as well as Datta reports, we identified a number of policy research questions which appear to be directly relevant to the proposed study of compensatory education.

A. The primary question or research issue is whether or not parental involvement does have an impact on student performance in math and reading and secondarily in the affective domain.

B. And, if it does, what type of involvement is most effective under what conditions?

C. Does parental involvement in compensatory education have other positive or negative effects on the nature of school operations, such as facilitating community support, increasing teacher morale, and reducing disciplinary problems?

D. Since parental involvement is a "goal" as well as a potential "means" regardless of its "effectiveness", is it more easily facilitated by individualized instruction (e.g., through differentiated staffing) than standardized instruction generally, and specifically what types of involvement, if any?

E. To what extent can (should) legislative mandates and guidelines require parent involvement and in what areas, given political and social realities (e.g., should LEAs or children be penalized if parents don't care to participate?)?

F. And a related issue, in what areas should the opportunity for parent involvement be provided (e.g., as part of an "information network" for the School Board, suggested by Stearns, et al.) through the use of what incentives?

Design Constraints

A. The qualitative nature of parental involvement must be considered and analyzed. This factor will vary from site to site as well as program to program (e.g., Title I vs. Title III); yet, its inclusion is critical to the study.

B. The socio-political context of the community and the policies of the LEA must be addressed in the analysis.

C. Data collection efforts must be minimally disruptive, ensuring considentiality of data and preservation of privacy rights.

D. The effects and/or effectiveness of parental involvement should have a high probability of being identified during the period of observation (i.e., SY76-77) or a well-documented data base must exist in order to determine trends.

E. The cost of the study should be relatively small, with the findings to be reported to NIE by July 1977.

(3) Analysis of Alternative Designs

While there exist several alternative study designs and/or combinations which could be implemented to address all or most of the above questions, below we have tentatively described the perceived strengths and weaknesses of several designs.

Alternative 1: Rely on District Survey I

Assuming that the design of District Survey I is similar to that described in the original RFP, and that the sample is truly representative of the national compensatory education program, this particular study could assess the nature and extent of parental involvement in compensatory education programs generally. It would also provide some information on the types of involvement which appear to be prevalent in the various types of programs. This study could not, however, answer the priority research question -- whether or not parental involvement does have an impact on student performance in math and reading and in the affective domain -- in that District Survey I will not address the question of program impact and effectiveness. Only in limited instances will existing evaluations of a limited number of projects provide any information regarding this question. Through parental interviews, it could address, to some extent, the perceived positive and negative effects of parental involvement in a general sense. Any analysis would appear to be descriptive and very simple, at the least, and for the most part, data collection will be based on opinions and attitudes, the reliability of which may be questioned. Qualitative differences would be difficult to assess. And to some extent, District Survey I could address the policy questions regarding the degree to which parents should be involved and the various opportunities which could be provided for this involvement; however, once again, data collection would be limited to parent and staff interviews regarding attitudes and opinions.

In short, this alternative would provide descriptive information on the nature and extent of parent involvement generally; yet, qualitative differences in procedures and impact could not be addressed.

Alternative 2: Integrate into Individualized vs. Standardized Substudy

The I vs. S Study presently under design could address some of the above questions, although the analysis and generalizability of results would be somewhat limited. One could address the first two issues -- impact on student performance and effectiveness of various types of involvement -- only in a very limited manner. While we have identified a number of LEAs and/or structural models, both individualized and standardized, which involve parents in one or more

categories mentioned earlier, telephone discussions with project staff and our own experience compel us to note the vast differences in the quality of that involvement. The nature, extent, and quality of training also varies from program to program and from parent to parent in certain cases. At the most, one would have to identify several indicators of the type of involvement, information about which would have to be objective and observable. Types of analysis would be limited to simple "analysis of variance" applications of high achieving vs. low achieving programs. Also, since it would be extremely difficult and time consuming to verify the type and qualitative nature of involvement during site selection as a sampling variable, one could not be assured of the representation of the four types of involvement in each of the treatment cells.

It would appear that one could address the question of whether parental involvement (e.g., as an end it itself) is more easily facilitated by individualized vs. standardized programs. One could rather easily identify the potential areas in which parental involvement could occur in a very individualized program as a result of the opportunities for differentiated adult roles in the classroom and the specific nature of activities for individual students, similar to the matrix presented in Figure II. Then, through observation and other data collection means, one could objectively determine the degree to which these opportunities are offered, as well as the degree to which they are realized, with possibly some reasons, taking into account the socio-political milieu in which the family, community, and school relate, and overall LEA policies.

The major disadvantages of the above, however, are: a) any findings from the above analysis would have to be considered exploratory requiring cross-validation in subsequent years; b) generalizability of findings would also be limited by the inability to take into account qualitative differences; c) data collection time and cost, especially if observation is required regarding at-home instruction, would be extremely high and risky, due to the sensitive nature of the policy research questions to be addressed. Most critically, issues such as confidentiality of data and privacy could create adverse ramifications which could jeopardize the overall substudy.

Alternative 3: Conduct Planned Variation Experiments

Planned variation experiments could be designed for assessing the relative effectiveness of "parents as employees" and "parents as tutors" (e.g., school age students) through random assignments. While suggesting this approach, Stearns and Peterson recognized the technical limitations and political sensitivities (e.g., precluding a parent from participating in the treatment). They suggest that a case study approach would appear to be more appropriate for assessing the effects of "parents as decision-makers". However, in proposing the above they recognize the need to obtain much more

FIGURE II

PARENT INVOLVEMENT MATRIX

AREA OF OPPORTUNITY	TYPE OF INVOLVEMENT: Assist in Instruction	Assist in Planning	Assist in Evaluation	Provide At-Home Instruction	Provide At-Home Reinforcement
Establish Program Objectives					
Select Learning System					
Establish Student Objectives					
Conduct Diagnosis					
Prescribe Materials					
Conduct Mastery Testing					
Facilitate Student Pacing					
Operate Materials Center, Library, R E Area					
Provide Clerical/Administrative Assistance					
Lecture Small Groups/Individuals					

descriptive information and documentation on existing programs, which vary considerably, in order to formulate hypotheses and conceptual models, prior to large scale planned variations. Essentially, we agree with this assessment of planned variations at this time for additional reasons -- one year of observation would be too short to observe differences and the costs would be higher than we anticipate NIE is willing to allocate to the effort now.

Alternative 4: Multi-Faceted, Integrated Design

The proposed design is multi-faceted (i.e., consisting of several components designed to answer several questions) with suggested portions integrated into both Survey I and the I vs. S study. The degree to which it can and should be integrated into the two studies is, of course, dependent upon the design selected for the I vs. S study and the desires of NIE as it considers the trade-offs between cost-savings and potential jeopardization to the I vs. S study.

First, we assume (if not propose) that questions related to the nature and extent of the various types of parental involvement in compensatory education programs, particularly ESEA Title I, be addressed adequately in Survey I. Perceptions regarding the degree of involvement which could and should exist could also be addressed.

Second, we propose that I vs. S study focus upon: a) the degree to which individualization provides opportunities for various types of parental involvement; b) the degree to which these opportunities are observed under what conditions; and c) to the extent possible and depending upon the composition of the sample, the association (not casality) of the various types of parental involvement upon outcome measures. Qualitative differences will not be addressed due to inherent sensitivies and costs of collecting valid survey and/or observational data. Care must be taken not to allow parental involvement elements in I vs. S to jeopardize the entire study.

Third, we propose a two part separate study (coordinated to the extent described above) consisting of: a) case studies of exemplary programs (e.g., Title I) which involve parents in various decision-making/advisory roles; and b) an exploratory study comparing matched schools which vary with respect to a specific type and/or combination of parent involvement as paid aides, as volunteers, and as tutors, as described in the attached Proposed Design.

There exist several advantages of the above approach. First, it facilitates an exploratory study which will assist in developing models and variations for future studies which could focus upon causality. Second, it minimizes potential adverse ramifications for the I vs. S study. Third, as

designed it increases the probability of district participation (e.g., an evaluation of PACs could be perceived as a Federal audit in sites where parental involvement is not considered to be "exemplary").

Charles L. Blaschke
President
EDUCATION TURNKEY SYSTEMS, INC.

CLB/jaf

Enclosure

APPENDIX 3

PROPOSED DESIGN FOR PARENTAL INVOLVEMENT STUDY

ATTACHMENT TO MEMORANDUM
DATED 21 OCTOBER 1975

INDIVIDUALIZED INSTRUCTION STUDY -- PARENT INVOLVEMENT

PROPOSED DESIGN

SECTION I: BACKGROUND

A. Introduction

Parental involvement as a requirement in compensatory education evolved reflecting various pressures over the last decade. And, the expectations for parental involvement as an instrument to bring about integration of disadvantaged into constructive participation in our society emanated from a variety of logics which were never fully articulated.

The Great Society and War on Poverty provided parents with opportunities for participation as change agents reforming social service organizations, including public schools. By changing the status of the poor, thus increasing their self-esteem, it was believed that this change in status would be critical in breaking the cycle of poverty as children's perceptions of themselves changed.

Second, since education was considered a critical element in the Great Society, as reflected in the EOA of 1964 and ESEA Title I, parental involvement in compensatory education was considered to be a critical element for several reasons. On the one hand, early research in the 60s suggested the importance of parents in pre-school education for children. Shortly after that, the Coleman Study results reported that home environment explained much of the variance in achievement of children and that high achievement was in some way associated with the status of parents and their involvement with their children.

As a result of the above, during the mid 60s, parental involvement in ESEA Title I was "suggested" and later "urged." In reality, parental involvement consisted of more rhetoric than reality and, in limited instances, parent control issues in inner-cities bolstered the notion of community schools; however, focus of attention was more political than educational. In the early 70s, parental

involvement in Title I became institutionalized with the creation of district-wide Parent Advisory Committees (PACs). In addition, there emerged several advocacy groups such as the National Advisory Council for Education of Disadvantaged Children and others which lobbied for more intense parental involvement. And since 1973, Florida legislation requires PAC's for all schools in the state. More recently, federal rules and regulations in Titles such as ESEA Title I have mandated parental involvement not only on a program district-wide basis but also at the building level.

During this same time period, very few serious evaluations attempted to determine the degree to which, if any, parental involvement was related to student achievement in cognitive areas as well as growth in other domains. The US Office of Education sponsored several experimental and study efforts which tangentially attempted to provide answers to this question. The Project in Use of Incentives (1972) was designed to determine the impact on student achievement through the offer of incentives to parents. Due to various reasons (see Evaluation Report submitted by Planar Corporation, 1973), the results of this study did not shed much light on this issue. Concurrently, the Office of Economic Opportunity attempted to sponsor experiments with vouchers programs designed to provide consumer choice. Preliminary findings from the Alum Rocksite also remain inconclusive.

However, the belief that parental involvement is directly associated with improved student performance has prevailed in writings such as Educational Inequality (1973) by John Hughes, who recommended the use of contracts between parents and schools providing for structured review of grievances and remedy.

A study conducted by Stearns and Peterson (1973) attempted to synthesize findings related to the impact of parental involvement. Aside from positive results when parents were involved in pre-school education programs, they concluded

the empirical data available at that time was inconclusive regarding the impact of parental involvement in education generally. While observations and quasi-evaluations of the impact of parental involvement on student achievement were neutral to slightly positive, the public's demand for accountability tended to recognize parental involvement as an end in itself as well as a potential means to increase student performance. It was in above context that the Quie amendment was introduced in the summer of 1973.

Subsequent to the introduction of the Quie amendment as noted earlier, parental involvement has increased due in part to more rigid guidelines and requirements, and increasing program audits by USOE and state agencies including mandated validations. In addition, remedy has become more credible ranging from threatened lawsuits to being disqualified as nationally-validated exemplary projects. Parental involvement is mandated in a large number of programs including the Follow Through models, Right-to-Read programs, demonstration projects under Project Home-Start, as well as ESEA Title I. Again, however, aside from the work done by Stearns and Peterson, and a concurrent effort conducted by Datta, no serious attempts have been made to determine the impact of parental involvement on student growth and if positive, what specific types of involvement appear to be most effective.

B. Conceptional Models and Rationale for Parental Involvement

In their 1973 study, Stearns and Peterson attempted to develop several conceptual models of parental involvement in education. In addition, they proposed several justifications with possible "chain linkages" which could be used as hypotheses for analyzing parental involvement in compensatory education.

First, parental involvement could be classified into three categories: a) as tutors, where parents provided instruction, reinforcement, or other support services at home for their children; b) where parents participated as aides or assistants to teachers in the classroom or as community workers or school-home coordinators as paid employees; c) parents as advisors or decision-makers. Datta (1973) identified another function of parental involvement, namely to provide insight to teachers regarding the cultural background and sensitivities of children. Recently, the role of parents as volunteers in the classroom has emerged as an additional role for analysis.

As decision-makers and advisors, a typology from RLTI (1972) indicates five functions including: a) the placation role, designed essentially to keep "noise levels down"; b) the sanctions role, designed to sanctify already established goals and objectives; c) the information role, designed to provide information to the community and hopefully solicit support; d) the checks-and-balance role, designed to set in motion a series of events to assure substantive change over time. Over time ESEA Title I parental involvement has gravitated on the continuum from the placation role to the check-and-balance and change agent role in limited cases.

Citing the work of Hess (1969) and Gordon (1969), Stearns and Peterson conceptualized four situational models into which schools could be classified and for which parental involvement could be justified and/or rationalized:

- the "environmental deficit" model, which assumes that low SES children suffer from an inadequate environment; hence, the need to change parental

behavior to help children overcome these deficits, lending itself to development of "tutoring skills";

- the "school-as-failure" model which assumes that, if the school can be changed to meet the needs of disadvantaged children, their level of academic achievement will rise accordingly; this model lends itself to parental involvement as paraprofessionals or through participation in decision making processes at the building level;
- the "social structural change" model, which assumes the need for drastic changes in power relationships in social institutions at the community level; parental involvement as agents of social change would therefore be justified; and
- the "cultural differences" model, which assumes that cultural differences which do exist should be permitted to persist as a most feasible way of allowing individuals to realize full potential; the types of parental involvement which allow the sharing of native language and culture in the classroom and at home are therefore justified.

While the above classifications are useful for study and analysis, it should be noted that most of the compensatory education programs in which parental involvement is designed to be an integral part do not neatly fit into one specific category; rather there appears to be overlap reflected in legislative designs and as actually implemented. Moreover, while parental involvement has been mandated in a number of programs, the guidelines (particularly those related to ESEA Title I) have been relatively ambiguous regarding specific roles and functions. As a result, problems of interpretation at the LEA level have resulted in controversial federal audits and would appear to present problems in any general study of parental involvement.

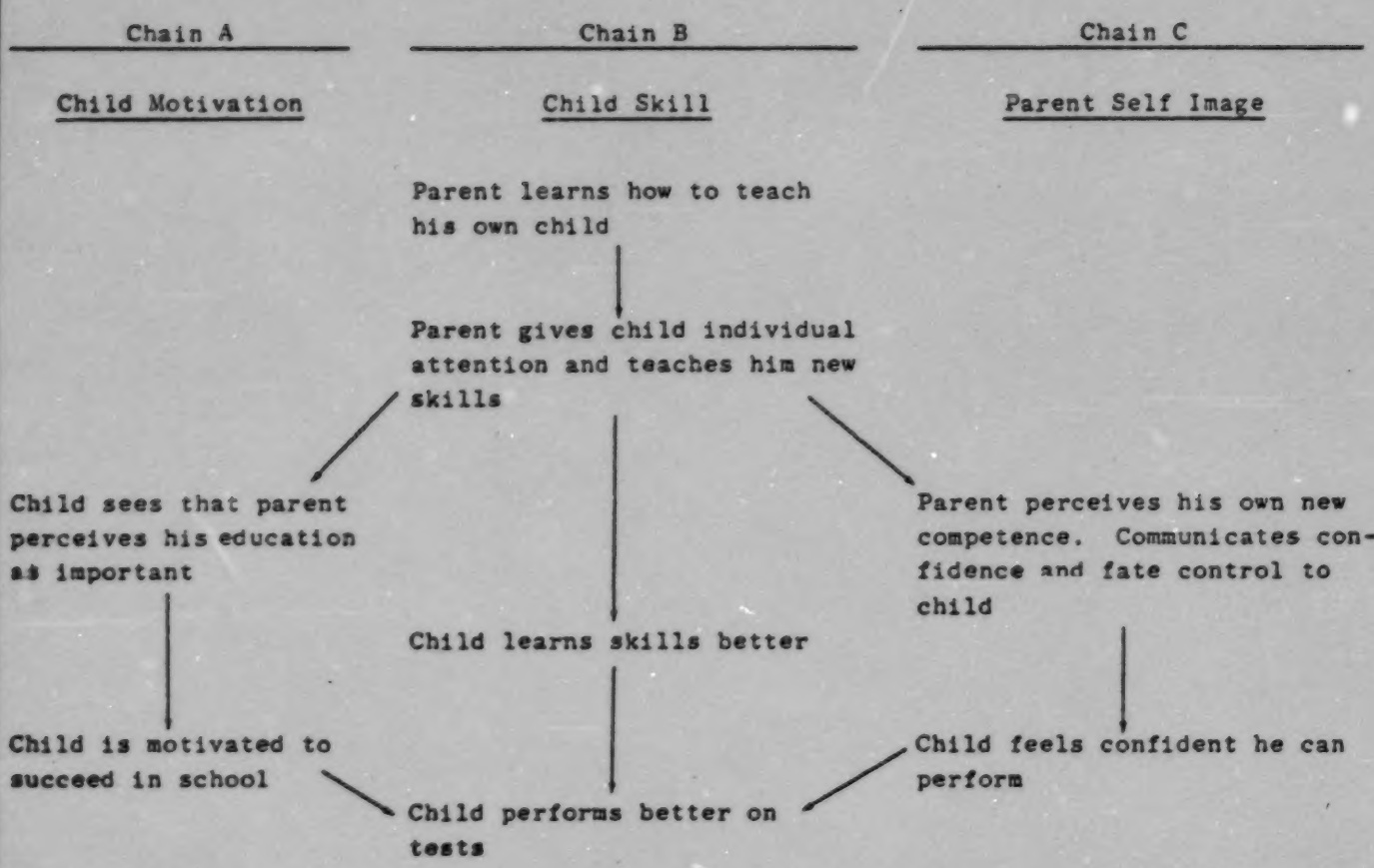
C. Conceptual Linkages Between Parental Involvement and Student Performance

In describing the findings of their survey of existing studies of parental involvement, Stearns and Peterson hypothesized the various chain linkages which could exist in the three types of parental involvement. These linkages, with supportive data, are described below:

- Parents as Tutors --- the three principal linkages include increased student motivation, increased student skills, and improved parent self-concept as described in Figure I. Most of the research regarding this model has focused upon pre-school children and has found strong evidence that parental involvement as tutors is associated with higher student performance and with greater self-esteem on the part of the parents. However, existing studies do not indicate the casual relationships (since most studies have been correlational in nature). The Coleman study would indicate that chain C is most critical, assuming that parents do influence child's perceptions of self. Hess's research (1969) indicates that if parents could learn specific skills as tutors or reinforcers, the child's achievement would increase. Studies of Head Start provides similar findings. As Stearns and Peterson conclude, "These studies confirm the hypothesis that parents can change their interaction styles with their young children so that the children are likely to perform better in school...Future successes would require increased understanding not only of why the particular interaction styles influence children, but also of the conditions under which parents can be induced to change in ways that will promote their children's growth." (p.33).

FIGURE 1

PARENTS AS LEARNERS AND AS TUTORS OF THEIR OWN CHILDREN


Chain A
Child Motivation
Chain B
Child Skill
Chain C
Parent Self Image
Parent learns how to teach his own child
Parent gives child individual attention and teaches him new skills
Child sees that parent perceives his education as important
Parent perceives his own new competence. Communicates confidence and fate control to child
Child learns skills better
Child is motivated to succeed in school
Child feels confident he can perform
Child performs better on tests

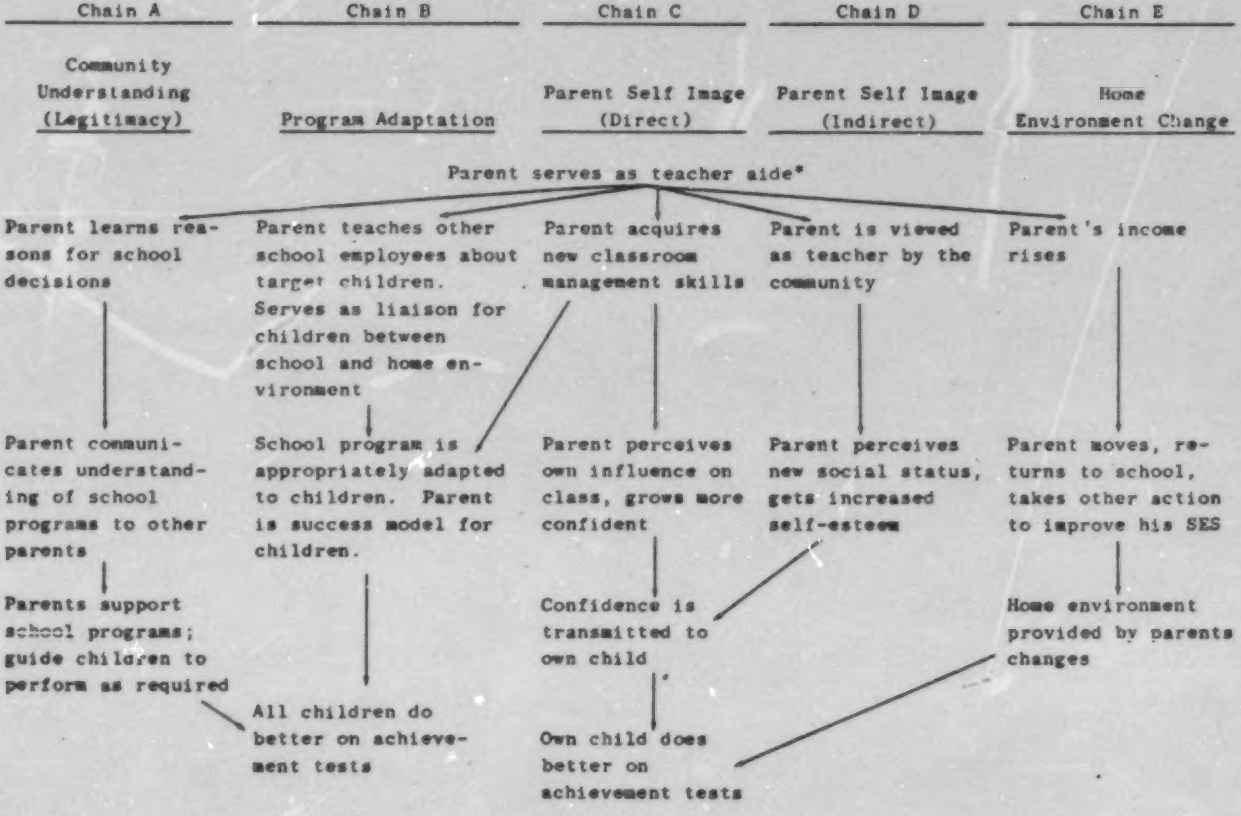
- Parents as Aides --- In Figure II, the general linkages are described for models in which parents are paid professionals working in the classroom. To the extent that parents work as volunteers and are not paid, then "parent income increases" in chain E becomes less critical. And as Datta has noted, if parents were employed as school-home coordinators, the chain of events under A would have to be modified appropriately. The direct education outcome of participation in these roles awaits investigation. However, findings from certain studies would indicate the strong linkages in the various chains.

  The SRI Follow-Through evaluation revealed that the presence of aides in the classroom did affect the amount of individual attention received by children. Anecdotal data from Project Simple and Project Self in Detroit public schools, operational during the period 1971-1973, also support this finding. Similar observations have been made in projects in Bristol, Virginia; Grand Rapids, Michigan; and a number of Follow-Through models. The power of the other chains in linking parental involvement variables to student outcomes have not been studied extensively and evidence supporting them are scarce and inconsistent.

- Parents as Decision-Makers/Advisors --- The single most extensive type of parent involvement in compensatory education is the role of decision maker/advisor, individually but mostly collectively, through Parent Advisory Committees. Existing Title I guidelines require such committee not only at the district level but also at the building level. Even with this increased requirement, no serious comprehensive study of the effects and effectiveness of parents in this role has ever been conducted.

FIGURE II

PARENTS AS PARAPROFESSIONAL EMPLOYEES IN THE SCHOOL PROGRAM


Chain A
Chain B
Chain C
Chain D
Chain E
Community Understanding (Legitimacy)
Program Adaptation
Parent Self Image (Direct)
Parent Self Image (Indirect)
Home Environment Change
Parent serves as teacher aide*
Parent learns reasons for school decisions
Parent teaches other school employees about target children. Serves as liaison for children between school and home environment
Parent acquires new classroom management skills
Parent is viewed as teacher by the community
Parent's income rises
Parent communicates understanding of school programs to other parents
School program is appropriately adapted to children. Parent is success model for children.
Parent perceives own influence on class, grows more confident
Parent perceives new social status, gets increased self-esteem
Parent moves, returns to school, takes other action to improve his SES
Parents support school programs; guide children to perform as required
Confidence is transmitted to own child
Home environment provided by parents changes
All children do better on achievement tests
Own child does better on achievement tests

*If parent were employed as school-home coordinator, Chain A would be elaborated.

The chain of events for this model are described in Figure III.

Based upon the sketchy evidence from a variety of studies, most of which, however, relate to pre-school (e.g., Head Start) programs or parental involvement in social services other than education, it should be noted also that the chain linkages described in Figure III will vary in degree and juxtaposition depending upon which of the five roles discussed previously is predominant in the particular site.

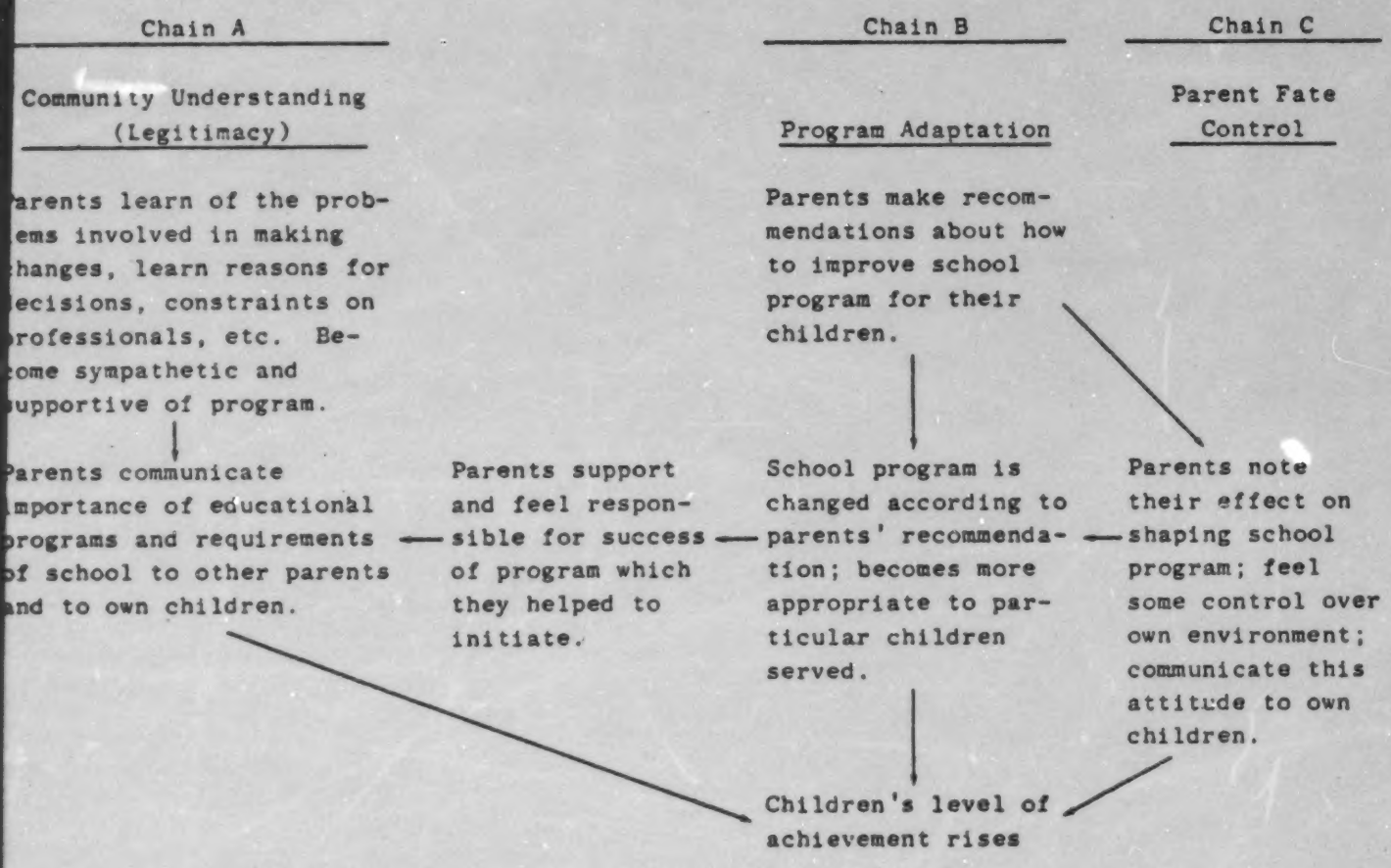
The parent or "community understanding" chain, referred to by Stearns and Peterson as "legitimacy", appears to be commonsensical for most programs, especially where a general consensus between the district and parents on goals and objectives exists or can be generated. Support for this "chain" has come from Follow Through studies, the USOE Project in Use of Incentives Turnkey (1972), "Validation of Grand Rapids EMR Project" (Wall, 1974) and observations of projects recorded by the National Advisory Council for Education for Disadvantaged Children in several Annual Reports (1974-75).

Chain B, Program Adaptation, has been supported by numerous studies such as those conducted by Gittell (1970) and several Follow Through studies. "Changes in institutions" (second link in chain B) have been supported by Follow Through studies, studies of selected Head Start projects, and documentation in a number of districts which have moved toward the community school or alternative school concepts (e.g., Flint, Michigan; Oakland, California; and Dallas, Texas). The strength of chain C, Parental Fate Control, has been supported by several studies reported by Stearns and Peterson, and interviews with Follow Through project representatives.

While the above and other studies appear to relate the strengths of the above chains, it is important to note that the impact of decision-making roles has not been correlated with student achievement, perhaps because so few studies have attempted to do so.

FIGURE III

PARENTS AS DECISION MAKERS


Chain A
Community Understanding (Legitimacy)
Parents learn of the problems involved in making changes, learn reasons for decisions, constraints on professionals, etc. Become sympathetic and supportive of program.
Parents communicate importance of educational programs and requirements of school to other parents and to own children.
Chain B
Program Adaptation
Parents make recommendations about how to improve school program for their children.
School program is changed according to parents' recommendation; becomes more appropriate to particular children served.
Chain C
Parent Fate Control
Parents note their effect on shaping school program; feel some control over own environment; communicate this attitude to own children.
Parents support and feel responsible for success of program which they helped to initiate.
Children's level of achievement rises

SECTION II: STUDY DESIGN

In the previous section, we discussed the evolution of parental involvement particularly in compensatory education, various roles and models, and hypothetical linkages between parental involvement and student achievement. In addition, findings of relevant studies which support these and other linkages were noted. In this section, we list some of the policy research issues of interest to NIE in its overall study of compensatory education, the specific issues to be addressed in this study as well as those to be addressed in other NIE-sponsored studies, and some of the major problems and design issues to be addressed in the proposed study.

POLICY RESEARCH ISSUES AND QUESTIONS

An initial question is the degree to which what types of parental involvement exist in compensatory education programs generally and specifically ESEA Title I. This issue is being addressed in District Survey I, which consists of a nationally representative sample of compensatory education programs conducted by NIE during the school year 1975-1976. The impact of parental involvement is not addressed in District Survey I, however.

Second, a critical issue due to increased Congressional interest and lack of evidence from prior studies mentioned earlier, is whether or not parental involvement does have an impact on student performance in math and reading. And, if it does, what types of parental involvement are most effective under what conditions. This issue is being addressed obliquely in the study of Individualized versus Standardized (I vs S) programs to be conducted under contract to NIE during school year 1976-77. This particular study, however, will neither address qualitative issues nor attempt to identify specific procedures related to soliciting and implementing parental involvement. The contractor selected for this study, however, may wish to utilize the "data base" from the above study as well as District SurveyI in sample selection.

Third, does parental involvement in compensatory education have other positive (or negative) effects on the nature of school operations such as facilitating community support, increasing teacher morale, reducing disciplinary problems, etc? This issue is not being addressed in any detail in the above two studies and will be addressed in this study.

Fourth, to what extent is parental involvement (as an end in itself rather than as a means to facilitating student achievement) more easily facilitated by individualized instruction than through traditional or standardized instruction generally, and sepcifically what types of involvement, if any? This specific issue is being addressed in the I vs S Study; yet the generalizability of the results will be extremely limited.

Fifth, to the extent that parental involvement is associated with student achievement or is desirable as an end in itself, what are the specific processes and procedures which have been used in exemplary projects which are replicable for use in programs elsewhere? What are the conditions which are conducive to the effective implementation of these proceudres? Also, what barriers exist? What incentives, if any, could be provided to facilitate greater or more effective participation through what rules? To what extent are existing guidelines clear in specifiying the types of involvement intended by Congress? The above as well as a number of other questions constitute the major focus of this study, as described below.

Purpose of the Study

The purpose of this study is to:

- Document, describe and analyze effective procedures for planning and implementing exemplary parental involvement programs in compensatory education programs, particularly ESEA Title I. To accomplish this, the contractor will identify exemplary sites and conduct case studies of projects which provide for the five roles of combinations thereof under the decision-making/advisory model.

- To develop and/or refine hypotheses related to the impact of the various types of parental involvement on student achievement. This objective will be accomplished through an updated survey of research on parental involvement over the last three years, the evaluation of selected exemplary districts which are utilizing specific types of parental involvement through a matched treatment vs. comparison group. Specific focus will be placed upon parents as tutors and as aides/

In conducting this study, several design constraints must be met: a) that the qualitative nature of parental involvement must be an integral part of the analysis; b) that the socio-political context of the community and policies of the LEA must be addressed; c) data collection efforts must be minimally disruptive, ensuring confidentiality of data and preservation of privacy rights; d) the effects and/or effectiveness of parental involvement should have a high probability of being identified during the period of observation, (i.e. school year 1976-77) or a well-documented data base must exist in order to determine trends in the respective sites; e) that the focus of the study be placed upon ESEA Title I programs with findings to be reported to NIE by July 1977.

Design Considerations/Issues

Even though overlap exists, below we have attempted to separate the issues/questions to be addressed in the case study approach and those to be addressed in the comparison study. This list is not intended to be exhaustive but rather suggestive for consideration.

A. Case Study Design Issues

I. Planning for Parental Involvement

Since the nature, extent, and procedures used for involving parents in the planning of the parental involvement programs appears to be critical, a number of questions need to be addressed in the study of exemplary projects.

- On what basis was a decision made, and by whom, to initiate a parental involvement component? Federal guidelines? SEA guidelines? Local initative? What were the major political and educational issues debated?
- Since allegations have been made regarding the ambiguity of Federal guidelines, especially Title I, what procedures were followed at the LEA level for interpreting guidelines and then designing the parental involvement component? Who was involved in this process? How where conflicts resolved? Over time, how have changes in guidelines been integrated into the program? What factors have contributed to conformity?
- How was the initial selection of membership to the PAC determined? Elective? Appointive? Was the initial composition of the PAC representative of the entire community or of specific vested interests and concerns?
- What were the priorities, and the procedures for establishing priorities by the PAC initially? What type of support, (e.g. presentation

of alternatives), was provided by the LEA? Were criteria for indicating achievement of objectives specified in advance, and were they met during the initial years of operation? And later?

- What was the organizational structure of the PAC? Formal? Informal? Combination? What decision-making or other functions were delegated to the PAC? To what extent was program feedback provided to the PAC during the initial years of operation? To what extent did this feedback influence the decision making?
- What types of training (e.g., planning, evaluation, etc.) were provided to the PAC? In what areas and conducted by whom? To what extent were these skills used?

II. Program Operations

- To what extent were parents willing to participate in the planning as well as operations of the project where appropriate? What were the major barriers and problems (e.g., financial constraints, availability of time, feelings of psychological inferiority, social inadequacy, etc.)? What procedures were used initially and those which evolved over time appear to be most effective in accomodating the needs of parents (e.g., Title I, non-Title I) for effective participation (e.g., released time for "working parents).
- What techniques were used to ensure that initial enthusiasm, where it existed, continued throughout the operations of the program? What were the major factors which contributed to greater enthusiasm (e.g., parents seeing achievement in their own children) and those factors contributing to the lack of enthusiasm (e.g., anticipated resources failed to materialize, bad communications, etc.)?

- In areas where conflict arose, what procedures were used to resolve conflict, or at least gain consensus on areas where agreement was possible?
- To what extent did membership of the PAC and parents in general follow agreed-upon objectives and implementation plans regarding the program as well as parental involvement components throughout the year? To what extent did the PAC get involved in issues beyond the scope of its prescribed activities (e.g., spokesman for integration plans, selection and hiring of staff, active participation in national lobby groups, etc.)

III. Parental Involvement in Evaluation/Planning

- Where appropriate, what role if any did the PAC play in resolving questions regarding comparability and Federal audit issues? Were the issues explained adequately to the PAC? What position was taken?
- What was the nature of the PAC involvement in evaluation? Was adequate training or orientation provided by the LEA staff or others prior to the finalization of the evaluation design? To what extent were evaluation results reported in a form usable to the members of the PAC? To what extent was there conflict in the priority assignment of criteria to be used in program assessment?
- To what extent were general expectations met? And what impact did the actual accomplishments, compared to expectations, have on the PAC generally and specific types of parental involvement in future programs?

IV. Social - Political Context

- To what extent did the type of parental involvement which was implemented also accomplish political goals of the LEA, of the PAC itself and/or others

(e.g., teacher visits to homes to help parents ostensibly but in turn to change teachers' perceptions of home environment)?

- Did participation of one group or community of parents create schisms in the community generally because of different political perceptions of the reasons for participation? What type of school-parent-community relationships existed prior to the implementation of the parental involvement program?

B. Case Study Approach Problems

Case Studies

In conducting the case study of exemplary parental involvement programs, several issues and problems need to be confronted.

First, selection of exemplary programs will require extensive review of documentation and verification prior to final selection of candidates. While a large number of LEAs have documented plans and procedures regarding the activities and functions of the PACs, in most instances the ways the PACs operate differ significantly. For example, a large number of exemplary Title I programs selected for submission to the dissemination review panel (USOE) were disqualified during on-site validations by Title I monitors due to the discrepancy between PAC plans and actual implementation. The contractor might consider soliciting nominations from selected SEAs which emphasize parental involvement to an extent greater than required in guidelines. Or the contractor could work through the NACEDC, which has compiled a state-by-state data base on PAC's and their functions. In addition, a data base with accompanying documentation exists for a number of projects in the District Survey I and the Individualization Study, although the release of the data in the case of the former is limited due to confidentiality obligations.

Second, data collection will be a very sensitive task as well as difficult in certain cases. Sensitivities related to assessment of PAC operations as decision-making and advisory functions will be reduced somewhat by the selection of exemplary programs; however, due to extensive Federal audits in this area, perceptions will still be difficult to overcome. In addition, in collecting trend and longitudinal data, it is anticipated that a high level of effort will be devoted to gathering documentation and evidence through program audit techniques; yet, since LEAs typically either do not document activities and procedures and/or destroy files after a period of time. The contractor should consider the

Column 2: In how many of the already mentioned grade 2 classrooms whose comp ed students are provided specific supplementary instruction is this program used for this specific supplementary instruction?

Column 3: Same question as Column 2 but for the grade 3 classrooms already mentioned.

Column 4: In how many of the grade 2 classrooms included in Column 2 is the supplementary comp ed instruction provided in a classroom setting which physically separates the comp ed student from their non-comp ed classmates (e.g., in a separate reading center)?

Column 5: Same question as Column 4 but for the grade 3 classrooms included in Column 3.

Column 6: Enter the letter (A, B, C, or D) corresponding to the statement listed below which best describes your assessment of the effectiveness of the program named in Column 1 in improving the skills of grade 2 and grade 3 comp ed students and the degree to which this program is operating according to your understanding of the overall design or recommended educational plan for that program:

A) The program is effective and operating according to my understanding of its plan.

B) The program is effective but could be improved further by operating it more in accord with my understanding of its plan.

availablity of adequate documentation as a prime criterion in site selection.

Third, due to the inherent political nature of parental involvement in constructing case studies of procedures and rationales, getting respondents to reveal actual vs. publicized justifications may be difficult indeed. For example, in one district which has implemented a highly successful parental involvement component, the superintendant initiated a program whereby teachers visited homes to train parents in tutoring skills; however, the hidden agenda in this case was to force teachers to view the home setting and develop empathy with the child regarding problems congronted in the home. And in turn parents in many cases will seek membership on PACs for reasons other than those that appear on the surface. The data collection effort must probe to the extent possible in collecting valid data, but at the same time, ensure confidentiallity of respondents and minimize disruption to the overall project.

C. Comparison Study

1. Research issues focusing upon a comparison of parental involvement as aides and tutors, a number of questions will be addressed.

   - What types of functions can (do) parents perform in the classroom? What is the impact within and outside upon the classroom and other outcome measures? What difference are noted when parents are volunteers and are not paid?
   - What are the specific types of"tutoring" which exists e.g., learning activities, reinforcement, supportive) and which ones or components appear to be associated with student achievement? In exemplary programs using parents as aides or paraprofessionals, what

types of roles are provided for parental involvement, and which ones seem to be most appropriate (e.g., clerical, instructional, support)? What is the impact of parental involvement as aides on the instructional setting and classroom environment? Are there differences in student outcome measures as well as parent, student, and teacher attitudes between treatment and comparison schools, and among parents acting as volunteers versus those acting as paid paraprofessionals?

2. Design Constraints and Issues: Due to the constraints of one-year observation, limited costs, and dependence on existing programs (rather than a planned variation-intervention model or experiment), a number of design issues must be addressed:

   - Sample Selection -- The identification of exemplary parental involvement programs and then the selection of matched comparisons within the LEA will be a challenging endeavor. The spillover of treatment effects (e.g., parental involvement) to comparison groups in most LEAs could contaminate the results. For example, a district with an expansive and intensive parental involvement program in its Title I school will probably require similar types of parental involvement in regular programs or in certain instances, some contamination will still exist in Title I eligible schools which previously were involved in the Title I program. The matching of treatment and comparison schools with respect to student, teachers, and programs will also present logistical selection problems. Moreover, to the extent that the knowledge that a comparison school is being compared to another school may create a "John Henry" effect (i.e., the over achieving

comparison group) which again could erode the design during the operations of the program. Consideration will have to be given to blinding effects and types of designs (e.g., post test only for certain types of instrumentation). Data collected on programs through District Survey I and the Individualization Study should assist in site selection.

- Measurement Criteria -- During this short period of observation, selection of instruments and criteria for indicating success will be critical. Studies of one-year duration involving parental involvement interventions when standardized tests were used to measure achievement have been criticized in the past. The various types of outcome measures necessary to answer the above questions include those measuring cognitive growth; those assessing attitudinal changes in students, staff, and parents; and those measuring impact on the classroom environment. Since this study is exploratory in nature, however, and time and cost constraints preclude the development of new instrumentation, selection of instruments will have to be from those presently available.

SECTION III: STUDY TASKS

The suggested tasks for completion by the contractor in conducting the study of parental involvement are listed below. Unless otherwise justified, the contractor should attempt to coordinate as much as possible the research effort with those of District Survey I and the I vs. S Study in areas such as site selection and baseline documentation. Also, while generic tasks are described below, the specific subtasks for the case study will differ somewhat from those in the comparison study.

Task 1 -- Update Research on Parental Involvement

The objective of this task is to update the research on parental involvement since the publication of the study by Stearns and Peterson (1973). While there has been no subsequent similar study, a number of research efforts have dealt with parental involvement to some extent. These include the SRI Follow Through Study, the CSC study of Early Childhood Education in California (1974), several evaluations of Title I programs in middle to large-size districts, and documentation assembled by NACEDC. Upon the completion of this update, the contractor will refine or otherwise modify the proposed design, especially with regard to areas to be covered in the case studies and additional "hypotheses" to be tested in the comparison study.

Task 2 -- Develop Sample Design

A. Case Study: The sites to be included in the case study should include inner-city schools, suburban schools and rural schools in proportion to the national compensatory education level of effort. The sampling should also include representation from two categories of decision-making/advisory models:

(a) those in which the PAC meets minimal Title I guidelines in terms of functions (e.g., the first three categories used in the RLTI topology); and (b) those in which parents, either through the PAC or otherwise, also exert checks and balances and/or change agent roles and functions. Our major interest is in the latter. It is anticipated that approximately ten case studies will be conducted.

Once the design is complete, potential sites will be identified by the contractor using data gathered in the District Survey I and in the I vs. S Study. It is not necessary that sites actually selected for participation in the latter be selected for case studies. A major factor here will be the willingness of the district to cooperate. Once sites have been tentatively identified, specific disqualifying criteria will be applied using documentation or data verified by telephone. The criteria for inclusion in the study might encompass general recognition as exemplary models by SEA or national associations (e.g., NAEDC); relatively high achievement in cognitive areas; good documentation of parental involvement in "treatment" schools; and willingness to cooperate in identifying/scheduling interviews and other data collection activities.

B. Comparison Study: The sample design for the comparison study should include representation from the above three "size" categories of LEAs and two types of parental involvement: (a) as tutors providing instructional activities, reinforcement, and supportive activities; and (b) parental involvement as aides or paraprofessionals in the classroom, preferably including programs in which parents serve as both paid and volunteer aides (i.e., since appropriate outcome measures will differ).

Initial site identification could include the same sources and criteria used in the selection of sites for the case studies and other sources of

exemplary models. The contractor may propose additional criteria to use for verification purposes by telephone prior to finalization of site selection (e.g., availability of a comparison school(s)).

In both instances, the contractor should propose various types of incentives necessary to ensure cooperation of the LEA in the project. Special consideration should be given to getting cooperation from the comparison schools in the study.

Task 3 -- Define Outcome Measures

The contractor will define the specific outcome measures to be used in assessing the effects and impact of parental involvement on students, parents, staff, and classroom environment. Specific instruments should be selected largely from those presently available with documentation of reliability and validity. It is anticipated that outcome measures will be refined based upon the completion of Task 1 (e.g., impact upon parents measures and criteria could differ regarding type of involvement). It should be noted that the instruments to be used should be as non-obtrusive, non-reactive, and non-disruptive as possible. To the extent possible and justifiable, instruments presently being used locally to assess cognitive growth, such as national standardized tests or criterion-tests, should be used to the extent cross program comparisons could be made.

It is anticipated that the instruments to be used for conducting the case studies will be more flexible, open-ended and unstructured relying heavily on audits and verification of existing documentation.

Task 4 -- Analysis Plan

The contractor will propose a plan for analyzing the data collected from both the case studies and the comparison study. In the case studies, the

contractor should propose a conceptual design of various models which could provide a framework of analysis such as that present in Section I (e.g., "school as failure model"); historical and trend analyses, identifying critical incidents, and their impacts should be addressed.

The comparison study should be considered exploratory in the sense of identifying and/or confirming hypotheses which could be tested in a "planned variation" experiment in the future. In identifying program and/or process variables, the contractor should take into account qualitative differences among programs through various scaling and/or rating procedures. The contractor should list tentative hypotheses in the proposal.

Task 5 -- Data Collection

The contractor will specify a plan for collecting data for both studies such that the data can be collected in an efficient and coordinated manner between the two studies and where appropriate, with other separate studies. It is anticipated that the majority of data collection will be through interviews, both structured and unstructured, and through observations used to collect data as well as verify prior findings through the review and audit of existing documentation. Instruments used in several Follow-Through Models and by LEAs which have extensive parent involvement components should be reviewed for possible use, as appropriately modified, in the study.

Task 6 -- Conduct Analysis

Utilizing techniques and approaches described in Task 4, the contractor will conduct the actual analysis of the data gathered during the period of observation. The conduct of tasks related to the two studies should be scheduled in such a way to allow for continual analysis of data as it becomes available in preparation

of interim and final reports. Assurances of timely availability of data collected by others (e.g., the LEA if it conducts its own scoring of standardized tests) to ensure adequate time for analysis and reporting by July 1977. Periodic interim reports will be required upon the completion of each of the above tasks.

PROJECT ORGANIZATION AND MANAGEMENT

The contractor should propose the project organization specifying individuals responsible for specific activities and their respective qualifications. The Project Director should not only be technically competent in evaluation but also have demonstrated knowledge about and experience with ESEA Title I programs and a number of LEAs. On-site data collectors, either through survey questionnaires and/or observation, should be familiar with the LEA and its policies. Where possible part time data collectors hired from the local area should be used by the contractor.

The estimated level of professional services, including data collection, is 2.5-3.0 man years over an 18-month period beginning February 1976.

APPENDIX 4

COMPENSATORY EDUCATION
VARIABLE CHECKLIST

LIST OF OTHER FACTORS

* RELATED TO LEA's COMP ED DIRECTOR *

Staff Characteristics

Whether the comp ed director ever taught reading or math at any level in a school setting

Comp ed director's total years of school administrative experience

Comp ed director's highest degree level held

Comp ed director's 1976-77 annual salary

Organization and Management of Program

1976-77 comp ed funding sources in study buildings

Percent of Title I eligible students in district actually receiving services of Title I funds each year

Primary basis upon which Title I funds are allocated among eligible schools in district

Number of discussions with each study school's principal in last 12 months on reading or math activities of that school's comp ed students

Percent of such discussions initiated by that school's principal

Major topic of such discussions with each of these principals

Number of such discussions with the teachers of each of these schools in the last 12 months

Percent of such discussions initiated by these teachers

Major topic of such discussions with these teachers

Number of visits to each study school over last 12 months to observe reading or math activities of that school's comp ed students

Number of classrooms observed per visit to each of these schools

Number of hours per school visit to each of these schools

Whether the teachers of each school typically knew of visit prior to arrival of comp ed director at school

Whether the comp ed director gave feedback to the teachers whose classrooms were observed on these visits

What was typically said or done, i.e., feedback to teachers

Whether the comp ed director gave feedback to the principal of each study school after such visits

What was typically said or done, i.e., feedback to each principal

How comp ed teachers are assigned to their students in district

Whether private firms played any role, other than selling materials, in each study school's comp ed reading or math activities in 1976-77

Whether private firms played any role, other than selling materials, in each study school's comp ed reading or math activities in 1975-76

Reading tests used in district for comp ed students, K-6

Average number of months between reading pre- and post-tests over grades K-6 for all tests used

Whether the results of these reading tests are typically available to teachers within one month of testing

Math tests used in district for comp ed students, K-6

Average number of months between math pre- and post-tests over grades K-6 for all tests used

Whether the results of these math tests are typically available to teachers within one month of testing

Degree of autonomy the district's school building staff have over the purchase decisions for materials

Degree of autonomy the district's school building staff have over hiring decisions within that building

Organization/coordinating relationship of comp ed director's office with the regular school program

Degree to which the district's comp ed program delivery system has changed from previous year

Changes in instructional program

Changes in staffing patterns

Changes in materials/equipment

Changes in instructional time

Changes in in-service training

Changes in approximate cost

Organization and Management of Classroom Reading and Math Activities

Type of instruction in comp ed reading or math activities in each study school, 1976-77

Type of instruction in comp ed reading or math activities in each study school, 1975-76

Staff Development Specifically Related to Compensatory Education Reading or Math Activities

Number of days of specifically related teacher training for each study school, 1976-77

Number of days of specifically related teacher training at the outset of current reading or math program at each study school

Number of these teacher training days in which the principal of each respective school was involved, 1976-77

Number of these teacher training days in which the principal of each respective school was involved, outset

Number of these teacher training days in which director-respondent for each study school was involved, 1976-77

Number of these teacher training days in which director-respondent was involved, outset, for each study school

Whether any formal evaluation of these teacher training days was conducted by the school, 1976-77

Whether any formal evaluation of these teacher training days was conducted, by the school, at the outset

General training requirements for comp ed paraprofessionals in each study school

Number of days of specifically related paraprofessional training at each study school, 1976-77

Number of days of specifically related paraprofessional training at the outset of current reading or math program at each study school

Number of these paraprofessional training days on which the principal of each respective school was involved, 1976-77

Number of these paraprofessional training days on which the principal of each respective school was involved, outset

Number of these paraprofessional training days on which director-respondent was involved, 1976-77, for each study school

Number of these paraprofessional training days on which director-respondent was involved, outset, for each study school

Whether any formal evaluation of these paraprofessional training days was conducted, 1976-77

Whether any formal evaluation of these paraprofessional training days was conducted, outset

Student Variables

Percent of district's total enrollment served by comp ed programs

Basis for selecting replacement Title I students

"Causes" for comp ed students' performance below expectations

School and District Variables

Degree to which role played by PTAs is integral and important in district

Degree to which role played by Parent Advisory Councils is integral and important in district

Degree to which role played by Tax Groups is integral and important in district

First "Other Group" listed as powerful

Degree to which the role played by this first "Other Group" is integral and important in district

Second "Other Group" listed as powerful

Degree to which the role played by this second "Other Group" is integral and important in district

Third "Other Group" listed as powerful

Degree to which the role played by this third "Other Group" is integral and important in district

Frequency of information sent to parents

Frequency of informal meetings between district officials and parents

Total teacher strike days in last two years in district

Median family income in district in dollars

Urban/Rural/etc. classification

Net current expenditure per student in dollars

Utilization of Staff Time

Director-respondent's hours per week on comp ed outside of regular working hours

Director-respondent's normal working hours per day

Director-respondent's working days per year

Director-respondent's percent time planning comp ed

Director-respondent's percent time planning other

Director-respondent's percent time training in comp ed

Director-respondent's percent time training in other

Director-respondent's percent time in comp ed decisions

Director-respondent's percent time in other decisions

Director-respondent's percent time in comp ed administration

Director-respondent's percent time in other administration

Director-respondent's percent time in other activities

Other activity listed

Miscellaneous Characteristics

Number of Title I students in district, 1976-77

Whether other comp ed programs besides Title I operated in district 1976-77

First listed other such program

Number of students served by first listed other such program

Second listed other such program

Number of students served by second listed other such program

Third listed other such program

Number of students served by third listed other such program

Total kindergarten students enrolled in district, 1976-77

Total grades 1-6 students enrolled in district, 1976-77

Total grade 7-12 students enrolled in district, 1976-77

Total K-12 students enrolled in district, 1976-77

Number of district's elementary schools receiving Title I funds, 1976-77

Number of elementary schools in district, 1976-77

Number of elementary schools in district receiving other comp ed funds, 1976-77

Number of district's elementary schools receiving both Title I and other comp ed funds, 1976-77

* RELATED TO A STUDY SCHOOL'S PRINCIPAL *

Staff Characteristics

Whether the principal ever taught reading or math at any level in a school setting

Whether the principal is teaching part-time now in his/her school

Principal's total years of school administrative experience

Principal's highest degree level held

Principal's 1976-77 annual salary

Organization and Management of Program

Number of years of Title I operation in school

Other comp ed programs in school

Number of years of operation in school of each listed other comp ed program

Number of discussions with district's comp ed director in last 12 months on reading or math activities of school's comp ed students

Percent of such discussions initiated by the director

Major topic of such discussions with the director

Number of visits by director to school in last 12 months to observe reading or math activities of school's comp ed students

Whether the director typically provided feedback to principal after such visits

What was typically said or done by director, i.e., feedback to principal

Strength of teaching staff's support of comp ed reading or math activities in school

Basis for judging this strength

Principal's assessment of comp ed teachers' involvement in organizing the comp ed classroom

Principal's assessment of comp ed teachers' involvement in selecting comp ed materials

Principal's assessment of comp ed teachers' involvement in reviewing/selecting performance objectives for comp ed students

Principal's assessment of regular teachers' involvement in organizing the comp ed classroom

Principal's assessment of regular teachers' involvement in selecting comp ed materials

Principal's assessment of regular teachers' involvement in reviewing/selecting performance objectives for comp ed students

Principal's assessment of paraprofessionals' involvement in organizing the comp ed classroom

Principal's assessment of paraprofessionals' involvement in selecting comp ed materials

Principal's assessment of paraprofessionals' involvement in reviewing/selecting performance objectives for comp ed students

Principal's assessment of his/her own involvement in organizing the comp ed classroom

Principal's assessment of his/her own involvement in selecting comp ed materials

Principal's assessment of his/her own involvement in reviewing/selecting performance objectives for comp ed students

Others besides the teachers, paraprofessionals, and principal who are involved in these activities

Principal's assessment of these other staff members' involvement in organizing the comp ed classroom

Principal's assessment of these other staff members' involvement in selecting comp ed materials

Principal's assessment of these other staff members' involvement in reviewing/selecting performance objectives for comp ed students

Method by which comp ed and regular teachers coordinate their reading or math activities for comp ed students

Principal's satisfaction with this coordination

Basis for this assessment

Ways in which coordination might be improved

Number of times principal has met with parent(s) of comp ed students in school to discuss reading or math activities of the student

Whether principal makes home visits for the purpose of such discussions

Major topic of such discussions

Method of Instruction

Method(s) of instruction most successful with comp ed students in school

Staff Development Specifically Related to Compensatory Education Reading or Math Activities

Number of days of specifically related teacher training for school's staff, 1976-77

Number of days of specifically related teacher training for school's staff, outset of current comp ed reading or math program in school

Number of these teacher training days on which principal-respondent was involved, 1976-77

Number of these teacher training days on which principal-respondent was involved, outset

Major topic of these teacher training sessions, 1976-77

Major topic of these teacher training sessions, outset

Number of these teacher training days on which district's comp ed director was involved, 1976-77

Number of these teacher training days on which district's comp ed director was involved, outset

General training requirements for comp ed paraprofessionals in school

Number of days of specifically related paraprofessional training for school's staff, 1976-77

Number of days of specifically related paraprofessional training for school's staff, outset

Number of these paraprofessional training days on which principal-respondent was involved, 1976-77

Number of these paraprofessional training days on which principal-respondent was involved, outset

Major topic of these paraprofessional training sessions, 1976-77

Major topic of these paraprofessional training sessions, outset

Number of these paraprofessional training days on which district's comp ed director was involved, 1976-77

Number of these paraprofessional training days on which district's comp ed director was involved, outset

Student Variables

Percent of school's current comp ed students who started in subject school at beginning of the current school year

Percent of school's comp ed students absent on any given day

Percent of all students in school eligible for district's free lunch program

Percent of comp ed students expected by principal-respondent to complete high school

"Causes" for comp ed students' performance below expectations

School and District Variables

Number of parents attending a typical PTA meeting at school

Percent of total school parents this number represents

Principal's assessment of teacher morale in school

Why is this so

Whether principal is satisfied with decision-making method in school for comp ed curricular matters

Basis for this satisfaction or lack of satisfaction

Utilization of Staff Time

Teachers' normal working hours per day

Whether this length of time is determined contractually

Principal-respondent's normal working hours per day

Whether this length of time is determined contractually

Paraprofessionals' normal working hours per day

Whether this length of time is determined contractually

Reading or math specialists' or consultants' normal working hours per day

Whether this length of time is determined contractually

Principal-respondent's hours per week on comp ed outside of regular working hours

Principal-respondent's percent time planning comp ed

Principal-respondent's percent time planning other

Principal-respondent's percent time training in comp ed

Principal-resondent's percent time training in other

Principal-respondent's percent time in comp ed decisions

Principal-respondent's percent time in other decisions

Principal-respondent's percent time in comp ed administration

Principal-respondent's percent time in other administration

Principal-respondent's percent time in other activities

"Other Activity" listed

Days of student attendance intended for 1974-75 school year

Additional days beyond students' included in teacher's agreement this year

Additional days beyond students' included in principal-respondent's agreement or understanding this year

Additional days beyond students' included in paraprofessionals' agreement or understanding this year

Additional days beyond students' included in reading or math specialists' or consultants' agreement this year

Length of typical school day for student, excluding lunch

Miscellaneous Characteristics

School enrollment, 1976-77, K-6, by grade and combined

Total comp ed students, 1976-77, K-6, by grade and combined

Number of regular classroom teachers, 1976-77, K-6, by grade and combined

Number of regular classroom teachers with comp ed students in classrooms, 1976-77, K-6, by grade and combined

Number of comp ed instructors, 1976-77, K-6, by grade and combined

Full-time equivalent comp ed instructors, 1976-77, K-6, by grade and combined

Number of comp ed paraprofessionals, 1976-77, K-6, by grade and combined

Full-time equivalent comp ed paraprofessionals, 1976-77, K-6, by grade and combined

Number of parents assisting school's teachers without pay in comp ed this year

Average hours per student of such assistance

Number of student teachers assisting school's teachers without pay in comp ed this year

Average hours per student teacher of such assistance

Number of student volunteers from other schools assisting school's teachers without pay in com ed this year

Average hours per student volunteer of such assistance

Number of non-student members of volunteer organizations assisting school's teachers without pay in comp ed this year

Average hours per such volunteer of such assistance

Number of members of service clubs assisting school's teachers without pay in comp ed this year

Average hours per such volunteer of such assistance

Number of other community persons assisting school's teachers without pay in comp ed this year

Average hours per such volunteer of such assistance

* RELATED TO A TEACHER IN A STUDY SCHOOL *

Staff Characteristics

Whether the respondent is a specially hired comp ed instructor or a regular classroom teacher

Gender of respondent

Respondent's age

Respondent's total years of classroom teaching experience

Respondent's highest degree level held

Respondent's semester hours in courses specifically dealing with reading or math instruction

Type of specific training that has most increased respondent's effectiveness in reading or math instruction

Respondent's 1976-77 annual salary

Organization and Management of Program

Number of discussions with district's comp ed director in last 12 months on reading or math activities of respondent's comp ed students

Percent of such discussions initiated by the director

Major topic of such discussions with the director

Number of visits by director to respondent's classroom in last 12 months to observe reading or math activities of respondent's comp ed students

Whether the director typically provided feedback to respondent after such visits

What was typically said or done by the director; i.e., feedback to the respondent

Average number of discussions per month with principal in last 12 months on reading or math activities of respondent's comp ed students

Percent of such discussions initiated by the principal

Major topic of such discussions with the principal

Average number of visits per month by principal to respondent's classroom in last 12 months to observe reading or math activities of respondent's comp ed students

Whether the principal typically provided feedback to respondent after such visits

What was typically said or done by the principal, i.e., feedback to the respondent

Respondent's assessment of the effectiveness of the principal's support of respondent's comp ed reading or math activities

Basis for judging this effectiveness

Whether a non-comp ed reading or math specialist or consultant is assigned to respondent's school

Number of discussions with this person(s) in last 12 months on reading or math activities of respondent's comp ed students

Percent of such discussions initiated by this person(s)

Major topic of such discussions with this person(s)

Number of visits by this person(s) to respondent's classroom in last 12 months to observe reading or math activities of respondent's comp ed students

Whether this person(s) typically provided feedback to respondent after such visits

What was typically said or done by this person(s); i.e., feedback to respondent

Respondent's assessment of the effectiveness of this specialist's or consultant's support of respondent's comp ed reading or math activities

Basis for judging this effectiveness

Method by which comp ed and regular teachers coordinate their reading or math activities for comp ed students

Respondent's satisfaction with this coordination

Basis for this assessment

Ways in which coordination might be improved

Manner in which respondent uses comp ed paraprofessionals in his/her comp ed reading or math activities

Percent of all testing programs involving respondent's comp ed students that provide test results to respondent within one month of administration

Respondent's assessment of the degree of control teachers have over every day activities in respondent's school

Organization and Management of Classroom Reading or Math Activities

Whether the reading or math instruction provided by the respondent to comp ed students is directly related to a set of written product performance objectives

Main source of performance objectives being used

The individual or group towards which these performance objectives are directed

Fraction of parents of respondent's comp ed students who agree to assist respondent in their children's reading or math activities when asked

What parents could do to help

Respondent's degree of involvement in the determination of which students would be provided comp ed assistance

Method of Instruction

Percent of his/her comp ed students' time in reading or math activities provided by respondent they are proceeding at their individual pace

Fraction of published reading or math materials used by respondent in comp ed reading or math activities selected by respondent

Whether commercial texts are basic (reading or math)

Whether commercial texts are supplementary (reading or math)

Whether district or school-generated materials are basic (reading or math)

Whether district or school-generated materials are supplementary (reading or math)

Whether materials generated by respondent are basic (reading or math)

Whether materials generated by respondent are supplementary (reading or math)

Whether newspapers and other periodicals are basic (reading or math)

Whether newspapers and other periodicals are supplementary (reading or math)

Whether motion pictures are basic (reading or math)

Whether motion pictures are supplementary (reading or math)

Whether film strips, slides, transparencies are basic (reading or math)

Whether film strips, slides, transparencies are supplementary (reading or math)

Whether tape recordings and records are basic (reading or math)

Whether tape recordings and records are supplementary (reading or math)

Whether ETV telecasts are basic (reading or math)

Whether ETV telecasts are supplementary (reading or math)

"Other Basic Material" (reading or math)

"Other Supplementary Material" (reading or math)

Percent of comp ed reading or math time spent diagnosing

Percent of comp ed reading or math time spent prescribing

Percent of comp ed reading or math time spent in individualized instruction

Percent of comp ed reading or math time spent providing feedback to individual students

Percent of comp ed reading or math time spent introducing new topics

Percent of comp ed reading or math time spent reviewing previous topics with the group

Percent of comp ed reading or math time spent in disciplining

Percent of comp ed reading or math time spent in group reading

Percent of comp ed reading or math time spent in other activities

"Other Activities"

Description of feedback provided by respondent to individual comp ed students in reading or math

Techniques or approaches relied upon by respondent (reading or math)

Whether grouping is used in comp ed reading or math

Basis used by respondent for grouping comp ed students for reading or math

Number of comp ed students per reading or math group

Whether small group is usually led by a student

Whether small group is usually led by a paraprofessional

Whether small group is ususally led by a parent volunteer

Whether small group is usually led by another teacher

Whether small group is usually led by a reading or math consultant or specialist

Whether small group is usually led by respondent

Whether small group is usually led by other person not listed

"Other person" leading small group instruction

Time per day per comp ed reading or math group

Staff Development Specifically Related to Compensatory Education Reading or Math Activities

Number of days of specifically related training provided respondent, 1976-77

Number of days of specifically related training provided respondent, outset of current comp ed reading or math program in school

Major topic of training session, 1976-77

Major topic of training session, outset

Respondent's assessment of training effectiveness, 1976-77

Respondent's assessment of training effectiveness, outset

Whether principal was involved in training, 1976-77

Whether principal was involved in training, outset

Whether district's comp ed director was involved in training, 1976-77

Whether director was involved in training, outset

Whether training follow-up activities have occurred for the 1976-77 training

Whether training follow-up activities have occurred for the outset training

Student Variables

Respondent's assessment of the level of difficulty of reading or math materials used relative to comp ed students

Respondent's assessment of comp ed student motivation

Respondent's assessment of comp ed student peer competitiveness

Respondent's assessment of the degree to which his comp ed students like school

Percent of respondent's comp ed students expected by respondent to complete high school

"Causes" for comp ed students' performance below expectations

School and District Variables

Respondent's assessment of teacher morale in school

Why this is so

Utilization of Staff Time

Minutes of reading or math instruction per day per comp ed student in the regular classroom

Minutes of reading or math instruction per day per comp ed student in a special classroom

Minutes of reading or math instruction per day per non-comp ed student in the regular classroom

Minutes of reading or math instruction per day per non-comp ed student in a special classroom

Respondent's weekly hours of instructional contact teaching reading or math to comp ed students

Respondent's weekly hours of instructional contact teaching reading or math to non-comp ed students

Respondent's weekly hours of instructional contact for all other teaching activities

Respondent's total weekly hours of instructional contact

Respondent's total weekly hours of non-instructional student contact

Respondent's hours per week on comp ed outside of regular working hours

Respondent's percent of available time spent planning comp ed

Respondent's percent of available time spent planning other

Respondent's percent of available time spent training in comp ed

Respondent's percent of available time spent training in other

Respondent's percent of available time spent in comp ed decisions

Respondent's percent of available time spent in all other decisions

Respondent's percent of available time spent in administrative/record keeping

Respondent's percent of available time spent in other activities

"Other Activity" listed

Miscellaneous Characteristics

Number of regular teachers assisting respondent in comp ed reading or math

Number of special comp ed reading or math teachers assisting respondent in comp ed reading or math

Number of paraprofessionals assisting respondent in comp ed reading or math

Number of non-comp ed reading or math specialists or consultants assisting respondent in comp ed reading or math

Number of other persons assisting respondent in comp ed reading or math

Number of students in classroom during comp ed reading or math

Number of comp ed students served by respondent (reading or math)

Number of parents assisting respondent without pay in comp ed this year

Average hours per parent of such assistance

Number of student teachers assisting respondent without pay in comp ed this year

Average hours per student teacher of such assistance

Number of student volunteers from other schools assisting respondent without pay in comp ed this year

Average hours per student volunteer of such assistance

Number of non-student members of volunteer organizations assisting respondent without pay in comp ed this year

Average hours per such volunteer of such assistance

Number of members of service clubs assisting respondent without pay in comp ed this year

Average hours per such volunteer of such assistance

Number of other community persons assisting respondent without pay in comp ed this year

Average hours per such volunteer of such assistance

* RELATED TO A COMP ED PARA-
PROFESSIONAL IN A STUDY SCHOOL*

Staff Characteristics

Gender of respondent

Respondent's age

Whether respondent is currently working less than full time

Respondent's highest level of formal education completed

Type of training that has most strongly influenced respondent's conduct in comp ed reading or math

Whether respondent lives within area served by school district

Whether respondent has any children

Whether respondent has any school age children

Whether any of respondent's school age children attend public school in the district

Respondent's 1976-77 annual salary

Organization and Management of Program

Number of discussions with principal in last 12 months on respondent's comp ed reading or math activities

Percent of such discussions initiated by the principal

Major topic of such discussions with the principal

Method by which school staff members coordinate their reading or math activities for comp ed students

Respondent's satisfaction with the coordination

Basis for this assessment

Ways in which coordination might be improved

Organization and Management of Classroom Reading or Math Activities

Manner in which respondent's time is utilized in comp ed reading or math activities

Method of Instruction

Whether respondent gives diagnostic tests

Whether respondent tutors individual students

Whether respondent leads small groups of students in a lesson

Whether respondent plans student activities for the next day

Whether respondent selects materials for individual students to fit a prescribed lesson plan

Whether respondent prepares materials himself for use in comp ed reading or math activities

Whether respondent maintains student instructional records

Staff Development Specifically Related to Compensatory Education Reading or Math Activities

Number of days of specifically related training provided respondent, 1976-77

Major topic of training sessions, 1976-77

Student Variables

Percent of comp ed students respondent works with expected by respondent to complete high school

School and District Variables

Respondent's assessment of para-professional's morale in school

Why this is so

Utilization of Staff Time

Number of minutes each day respondent works with the typical comp ed student in reading or math

Respondent's weekly hours of instructional contact in reading or math

Respondent's weekly hours of instructional contact in all other subject areas

Respondent's total weekly hours of instructional contact

Respondent's total weekly hours of non-instructional student contact

Respondent's hours per week on comp ed outside of regular working hours

Respondent's percent of available time spent planning comp ed

Respondent's percent of available time spent planning other

Respondent's percent of available time spent training in comp ed

Respondent's percent of available time spent training in other

Respondent's percent of available time spent in comp ed decisions

Respondent's percent of available time spent in other decisions

Respondent's percent of available time spent in administrative/record keeping

Respondent's percent of available time spent in other activities

"Other Activities" listed

Miscellaneous Characteristics

Number of comp ed students served by respondent (reading or math)

* RELATED TO OTHER INVOLVED STAFF IN STUDY SCHOOL *

Staff Characteristics

Respondent's title

Respondent's 1976-77 annual salary

Organization and Management of Program

Role played by respondent in comp ed reading or math at school

Utilization of Staff Time

Respondent's hours per week on comp ed outside of regular working hours

Respondent's normal working hours per day

Respondent's working days per year

Respondent's weekly hours of instructional contact teaching reading or math to comp ed students

Respondent's weekly hours of instructional contact teaching reading or math to non-comp ed students

Respondent's weekly hours of instructional contact for all other teaching activities

Respondent's total weekly hours of instructional contact

Respondent's total weekly hours of non-instructional student contact

Respondent's percent of available time spent planning comp ed

Respondent's percent of available time spent planning other

APPENDIX 5

SAMPLING QUESTIONNAIRES

- Cover Letter
- District-Level Questionnaire
- School-Level Questionnaire

EXAMPLE FORM LETTER TO SUPERINTENDENT IN

DISTRICT OPERATING A NOMINATED PROGRAM

Dear _____:

The National Institute of Education (NIE) has been asked by Congress to conduct a study of well-implemented instructional programs in reading and math for compensatory education students. A major activity of this study to date has been the identification of potential programs for inclusion in the study as examples of either well-implemented individualized programs or well-implemented standardized programs. Selected operational programs during the 1976-77 school year will provide the data base for this significant study to be submitted prior to hearings on the extension of ESEA.

Information available to us has indicated that your district is currently operating programs which should be considered in developing the final sample for the study. We have enclosed a brief questionnaire which we have partially filled out with the data already available to us, plus blanks for a number of other items we need for our selection process. Please note that we are also interested in other quality reading or math programs you are currently operating for comp ed students beyond those we have already listed in the attached form.

If your district completes this form and returns it to us, you should realize that such action in no way commits you to any further participation in this study should one or more of your programs be selected as desirable inclusions in the sample to be developed. Such participation in the study would eventually involve some testing of selected students, the time of some of your personnel (for completion of an instrument on program implementation), and the limited observation of classroom instructional activities

during the year. It should be noted, however, that under no circumstances would participation in the study involve manipulation of your students either through assignment to different classrooms or through provision of any instruction other than that provided by your district personnel.

In return for participating in the study, your district's instructional personnel would receive all testing results for use in diagnostic activities for the 1977-78 school year; and you would receive a copy of the results of the study from NIE. All persons involved would receive the satisfaction of contributing to a comprehensive effort to study the effectiveness of a major educational movement, the individualization of instruction for comp ed students.

We would appreciate your forwarding the enclosed questionnaire to the key administrator in your district who would be most familiar with the scope and operating characteristics of the compensatory education reading and math activities in your district, or you may fill it out yourself. In any case, when completed, please return the enclosed form to:

_____

_____

_____

We would appreciate a response within two weeks of the date you receive this letter, if at all possible. Please call me at (__)_____, or _____ _____ of NIE at (__)_____ with any questions you may have regarding this request.

Thank you for your assistance in this much needed effort.

Sincerely,

_____

_____ (Contractor)

NIE-SPONSORED STUDY OF INDIVIDUALIZED INSTRUCTION FOR COMPENSATORY EDUCATION STUDENTS

DISTRICT-LEVEL ADMINISTRATIVE QUESTIONNAIRE

Please complete the enclosed items. The typed responses were available to us already; please correct any erroneous information you find among these typed responses.

When completed, please return this form to:

_____

_____

_____

_____

Call _____ of _____ at (___) _____,

or _____ of NIE at (___) _____

with any questions.

1. Name of School District: _____ [Typed] _____

2. Address of School District Administrative Offices:

_____ [Typed] _____

_____

_____

3. Respondent's Name: _____ [Typed] _____

4. Respondent's Phone Number: ( ) _____

5. Respondent's Position: _____

6. (a) Defining a "compensatory education student" as one who is eligible for ESEA Title I assistance, whether such assistance is available or not, how many grade 2 classrooms are there in your district containing at least six compensatory education students?

_____ grade 2 classrooms with at least 6 comp ed students

(b) How about grade 3?

_____ grade 3 classrooms with at least 6 comp ed students

7. (a) In how many of the above grade 2 classrooms are the comp ed students receiving specific supplementary reading instruction?

_____ of the above grade 2 classrooms with supplementary comp ed reading

(b) In how many, math?

_____ of the above grade 2 classrooms with supplementary comp ed math

(c) In how many, both reading and math?

_____ of the above grade 2 classrooms with both supplementary comp ed reading and supplementary comp ed math

8. (a) In how many of the above grade 3 classrooms are the comp ed students receiving specific supplementary reading instruction?

_____ of the above grade 3 classrooms with supplementary comp ed reading

(b) In how many, math?

_____ of the above grade 3 classrooms with supplementary comp ed math

(c) In how many, both reading and math?

_____ of the above grade 3 classrooms with both supplementary comp ed reading and supplementary comp ed math

9. How many students are currently served in your district (1975-76 school year, K-12)?

_____ students

10. Of the above total, how many students are compensatory education students?

_____ students

11. Table 1 below lists a number of reading programs in your district that have been suggested to us as examples of quality educational programs for compensatory education students. We are particularly interested in such programs as they operate for these students of the second and third grade levels. We are also interested in any additional reading programs your district operates for compensatory education students at these grade levels that you feel should be included in our considerations. For the programs we have named, plus any others you might suggest, please provide the following data in the column of Table 1 indicated below:

Column 1: Name of the program; already entered for those programs already suggested to us, please add your own suggestions in the spaces provided.

Column 2: In how many of the already mentioned grade 2 classrooms whose comp ed students are provided specific supplementary instruction is this program used for this specific supplementary instruction?

Column 3: Same question as Column 2 but for the grade 3 classrooms already mentioned.

Column 4: In how many of the grade 2 classrooms included in Column 2 is the supplementary comp ed instruction provided in a classroom setting which physically separates the comp ed student from their non-comp ed classmates (e.g., in a separate reading center)?

Column 5: Same question as Column 4 but for the grade 3 classrooms included in Column 3.

Column 6: Enter the letter (A, B, C, or D) corresponding to the statement listed below which best describes your assessment of the effectiveness of the program named in Column 1 in improving the skills of grade 2 and grade 3 comp ed students and the degree to which this program is operating according to your understanding of the overall design or recommended educational plan for that program:

A) The program is effective and operating according to my understanding of its plan.

B) The program is effective but could be improved further by operating it more in accord with my understanding of its plan.

Column 6: (Continued)

c) The program is operating in accord with my understanding of its plan but is not effective.

D) The program is neither effective nor operating according to my understanding of its plan.

Column 7: For how many school years had the program named in Column 1 been in operation in your district through the end of the 1974-75 school year at grade levels 2 and 3?

Column 8: In how many of the classrooms included in Column 2 do you anticipate continuation of this program without major changes during the 1976-77 school year? If major changes are expected at this grade level for the 1976-77 school year, please describe them in the space provided for comments at the bottom of Table 1.

Column 9: Same question as Column 8 but for the grade 3 classrooms included in Column 3.

In Columns 10, 11, 12, 13, and 14 please respond "yes" or "no" to the question associated below with that column.

Column 10: Are specific written performance objectives assigned to each second and third grade comp ed student in the program named in Column 1?

Column 11: Is the following statement true in its entirety?

"Initial placement for each second and third grade comp ed student in the materials of the program named in Column 1 is based on a diagnostic test, and a specific process is subsequently followed for diagnosing student needs and assigning prescriptive materials or exercises on a continuing basis."

Column *12*: Are uniquely prescribed individual learner paths through the relevant program materials followed by each second and third grade comp ed student in the program named in Column *1*?

Column *13*: Is the following statement true in its entirety?

"The amount of time required for any given second or third grade comp ed student in the program named in Column *1* to master a specific performance objective or to complete a given portion of the program's materials is determined individually for or by that student and varies from student to student."

Column *14*: Are there written curriculum guides, teacher lesson guides or any other documentation available in your district indicating either the suggested educational plan for operating the program named in Column *1* or district-level or school-level mandates regarding the operations of this program?

TABLE I -- READING PROGRAMS FOR COMP ED STUDENTS

1	2	3	4	5	6	7	8	9	10	11	12	13	14
NAME OF PROGRAM	# CLASSROOMS GR. 2	# CLASSROOMS GR. 3	# CLASSROOMS USING SEPARATE SETTING GR. 2	# CLASSROOMS USING SEPARATE SETTING GR. 3	OPERATION DESCRIPTION	YEARS OF OPERATION	# OF CURRENT CLASSROOMS TO BE IN PROGRAM NEXT YEAR GR. 2	# OF CURRENT CLASSROOMS TO BE IN PROGRAM NEXT YEAR GR. 3	PERFORMANCE OBJECTIVES	DIAGNOSIS/ PRESCRIPTION	LEARNER PATH	LEARNER TIME	DOCUMENTATIO
[Typed]													
[Typed]													

Comments: _____

_____

_____

_____

_____

12. Table 2 below lists a number of math programs in your district that have been suggested to us as examples of quality educational programs for compensatory education students. As for the reading programs listed in Table 1, we are particularly interested in such programs as they operate for these students at the second and third grade levels. We are also interested in any additional math programs your district operates for compensatory education students at these grade levels that you feel should be included in our considerations. For the programs we have named, plus any others you might suggest, please provide the data indicated in Table 2. Columns *1* through *14* of Table 2 correspond exactly to the respective columns of Table 1.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
NAME OF PROGRAM	# CLASSROOMS GR. 2	# CLASSROOMS GR. 3	# CLASSROOMS USING SEPARATE SETTING GR. 2	# CLASSROOMS USING SEPARATE SETTING GR. 3	OPERATION DESCRIPTION	YEARS OF OPERATION	# OF CURRENT CLASSROOMS TO BE IN PROGRAM NEXT YEAR GR. 2	# OF CURRENT CLASSROOMS TO BE IN PROGRAM NEXT YEAR GR. 3	PERFORMANCE OBJECTIVES	DIAGNOSIS/ PRESCRIPTION	LEARNER PATH	LEARNER TIME	DOCUMENTATIO
[Typed]													
[Typed]													

Comments: _____

13. Would your district be willing to participate in a national study during the 1976-77 school year requiring the testing of some students, on-site observations of classroom and administrative activities, completion of survey instruments, and the forwarding of existing public data related to the programs and some of the classrooms in your district described in Tables 1 and 2?

[ ] Yes

[ ] No

[ ] Need more information (specify kind of information needed)

_____

_____

NIE-SPONSORED STUDY OF
INDIVIDUALIZED INSTRUCTION
FOR
COMPENSATORY EDUCATION STUDENTS

SCHOOL-LEVEL ADMINISTRATIVE QUESTIONNAIRE

Please complete the enclosed items. The typed responses were available to us already; please correct any erroneous information you find among these typed responses.

When completed, please return this form to:

_____

_____

_____

_____

Call _____ of _____ at ( ) _____,

or _____ of NIE at ( ) _____

with any questions.

1. Name of School District: _____ [Typed]

2. Name of School: _____ [Typed]

3. School Address: _____ [Typed]

_____

_____

4. School Phone Number: ( ) [Typed]

5. Respondent's Name: _____ [Typed]

6. Respondent's Position: _____

7. (a) Defining a "compensatory education student" as one who is eligible for ESEA Title I assistance, whether such assistance is available or not, how many grade 2 classrooms are there in your building containing at least 6 compensatory education students?

_____ grade 2 classrooms with at least 6 comp ed students

(b) How about grade 3?

_____ grade 3 classrooms with at least 6 comp ed students

8. (a) In how many of the above grade 2 classrooms are the comp ed students receiving specific supplementary reading instruction?

_____ of the above grade 2 classrooms with supplementary comp ed reading

(b) In how many, math?

_____ of the above grade 2 classrooms with supplementary comp ed math

(c) In how many, both reading and math?

_____ of the above grade 2 classrooms with both supplementary comp ed reading and supplementary comp ed math

9. (a) In how many of the above grade 3 classrooms are the comp ed students receiving specific supplementary reading instruction?

_____ of the above grade 3 classrooms with supplementary comp ed reading

(b) In how many, math?

_____ of the above grade 3 classrooms with supplementary comp ed math

(c) In how many, both reading and math?

_____ of the above grade 3 classrooms with both supplementary comp ed reading and supplementary comp ed math

10. How many students are currently served in your district (1975-76 school year)?

_____ students

11. Of the above total, how many students are compensatory education students?

_____ students

12. What percent of your current student body speaks English as their native language?

_____ %

13. What percent of your current student body is non-minority?

_____ %

14. Table 1 below lists reading and math programs in your school that have been suggested to us as examples of quality educational programs for compensatory education students. We are particularly interested in these programs as they operate for those students at the second and third grade levels. We are also interested in any additional reading and/or math programs your school operates for compensatory education students at

these grade levels that you feel should be included in our consideration. For the programs we have named, plus any others you might suggest, please provide the following data in the column of Table 1 indicated below.

Column 1: Name of reading or math program; already entered for those programs already suggested to us, please add your own suggestions in the spaces provided.

Column 2: In how many of the already mentioned grade 2 classrooms whose comp ed students are provided specific supplementary reading or math instruction is the program named in Column 1 used for this specific supplementary instruction?

Column 3: Same question as Column 2 but for the grade 3 classrooms already mentioned.

Column 4: In how many of the grade 2 classrooms included in Column 2 is the supplementary comp ed instruction provided in a classroom setting which physically separates the comp ed students from their non-comp ed classmates (e.g., in a separate learning center)?

Column 5: Same question as Column 4 but for the grade 3 classrooms included in Column 3.

Column 6: Enter the letter (A, B, C, or D) corresponding to the statement listed below which best describes your assessment of the effectiveness of the programs named in Column 1 in improving the reading or math skills of grade 2 and grade 3 comp ed students and the degree to which these programs are operating according to your understanding of the overall design or recommended educational plan for that program:

14. Column 6: (Continued)

A) The program is effective and operating according to my understanding of its plan.

B) The program is effective but could be improved further by operating it more in accord with my understanding of the plan.

C) The program is operating in accord with my understanding of its plan but is not effective.

D) The program is neither effective nor operating according to my understanding of its plan.

Column 7: For how many school years had each program named in Column 1 been in operation in your school through the end of the 1974-75 school year at grade levels 2 and 3?

Column 8: In how many of the classrooms included in Column 2 do you anticipate continuation of the program without major changes during the 1976-77 school year? If major changes are expected at this grade level for the 1976-77 school year, please describe these in the space provided for comments at the bottom of the table.

Column 9: Same question as Column 8 but for the grade 3 classrooms included in Column 3.

In Columns 10, 11, 12, 13, and 14 please respond "yes" or "no" to the question associated with that column.

Column 10: Are specific written performance objectives assigned to each second and third grade comp ed student in the program named in Column 1?

14. Column *11*: Is the following statement true in its entirety?
"Initial placement for each second and third grade comp ed student in the materials of the program named in Column *1* is based on a diagnostic test, and a specific process is subsequently followed for diagnosing student needs and assigning prescriptive materials or exercises on a continuing basis."

Column *12*: Are uniquely prescribed individual learner paths through the relevant program materials followed by each second and third grade comp ed student in the program named in Column *1*?

Column *13*: Is the following statement true in its entirety?
"The amount of time required for any given second or third grade comp ed student in the program named in Column *1* to master a specific performance objective or to complete a given portion of the program's materials is determined for or by that student and varies from student to student."

Column *14*: Are there written curricular guides, teacher lesson guides, or any other documentation available in your school indicating either the suggested educational plan for operating the program named in Column *1* or district-level or school-level mandates regarding the operation of this program?

TABLE 1 — READING AND MATH PROGRAMS FOR COMP ED STUDENTS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	NAME OF PROGRAM	# CLASSROOMS GR. 2	# CLASSROOMS GR. 3	# CLASSROOMS USING SEPARATE SETTING GR. 2	# CLASSROOMS USING SEPARATE SETTING GR. 3	OPERATION DESCRIPTION	YEARS OF OPERATION	# OF CURRENT CLASSROOMS TO BE IN PROGRAM NEXT YEAR GR. 2	# OF CURRENT CLASSROOMS TO BE IN PROGRAM NEXT YEAR GR. 3	PERFORMANCE OBJECTIVES	DIAGNOSIS/ PRESCRIPTION	LEARNER PATH	LEARNER TIME	DOCUMENTATION
READING	[Typed]													
MATH	[Typed]													

Comments: _____

15. Table 2 below again lists the programs named in Table 1 (add the programs you suggested in Table 1 in this Table as well). For the programs we have named, plus the others you may have suggested, please provide the following data in the column of Table 2 indicated below:

Column *1*: Name of program; should match names in Column *1* of Table 1.

Column *2*: Please list the names of your current grade 2 and grade 3 teachers providing instruction in reading or math respectively to the grade 2 and grade 3 comp ed students in the program listed in Column *1*.

Column *3*: For each teacher listed in Column *2*, show the approximate percent of that person's salary provided from state or Federal compensatory education funds (e.g., a teacher paid totally from local funds would show a "0%"; one paid totally from ESEA Title I funds, a "100%").

Column *4*: Place a check (✓) next to each person listed who, under current plans, will be involved in the same program next year at your school.

Column *5*: Place a check (✓) next to each person listed whose next year's class assignment, if known or estimable at this time, will include at least 6 comp ed students with at least 3 of these comp ed students new to the program at that time and at least 3 who were in the program this year. If your plans are not specific enough at this time to allow you to respond in this column, please enter "unknown".

TABLE 2 -- CURRENT TEACHING PERSONNEL INVOLVED IN PROGRAMS OF TABLE 1

1 PROGRAMS FROM TABLE 1		2	3	4	5
NAME	GRADE	NAMES OF CURRENT TEACHERS INVOLVED	PERCENT OF SALARY FROM STATE OR FEDERAL COMP ED FUNDS	WILL BE INVOLVED NEXT YEAR IN SAME PROGRAM AT SCHOOL	WILL HAVE A CLAS WITH ≥6 COMP ED STUDENTS, ≥3 NE TO PROGRAM, ≥3 I PROGRAM THIS YEA
READING [Typed]	2				
	3				
MATH [Typed]	2				
	3				

16. What percent of your school's current enrollment are assigned to your school for the 1975-76 school year as a result of a major student re-distribution (e.g., the closing of another elementary school due to declining enrollments or a redistribution to fulfill a desegregation plan) since 1 September 1974?

_____ percent

17. Are there other schools in your district with Title I eligible students similar to yours which use the same program/materials?

Reading	Math	
[ ]	[ ]	Yes
[ ]	[ ]	No
[ ]	[ ]	Don't know

18. If so, please name those schools (limiting your answer to three others is adequate):

Reading _____

_____

_____

Math _____

_____

_____

19. Would your school be willing to participate in a national study during the 1976-77 school year requiring the testing of some students, on-site observation of classroom and administrative activities, completion of survey instruments, and the forwarding of existing public data related to the programs and some of the classrooms in your school described in Tables 1 and 2?

[ ] Yes

[ ] No

[ ] Need more information (specify kind of information needed)

_____

APPENDIX 6

SAMPLE SIZE DETERMINATION

SAMPLE SIZE DETERMINATION

In general for any given statistical procedure, the choice of sample sizes is related to: (1) significance level, (2) magnitude of the error variance, (3) "effect size" which it is desired to detect, and (4) type II error rate which is deemed satisfactory for the specified effect size. In a complex study with several levels of statistical analysis, it is necessary to base decisions concerning sample sizes on several simplifying assumptions. When data are to be analyzed with aggregation of cases at different levels, it is appropriate to consider the power of statistical tests under the least favorable conditions; this results in a lower-bound determination of sample sizes. In the present study, the least favorable comparison (from a power point of view) would involve a univariate t test between two independent groups selected from the 16 cells which are defined by the basic sampling plan (i.e., there are 4 types of programs with respect to degree of individualization; 2 subject-matter areas - reading and arithmetic; and 2 delivery systems - mainstream and pull-out). Thus, sample size determination reduces to a relatively simple problem based on a two-group comparison. However, an additional complexity is introduced by the fact that group means will be utilized as the basic unit of analysis. Since the analyses will be based on mean scores, the appropriate error variance is that associated with a mean, not the variance of individual scores. Further, since sampling will be from intact classrooms, the scores entering into a mean value cannot reasonably be considered to be independent, thus invalidating the usual reduction in error variance by a factor of 1/n for means based on n scores. In the following paragraphs there is a development of the necessary formula to properly adjust the error variance and an application of this formula to the problem of sample size determination.

A. The Error Variance for Correlated Scores

In n scores are randomly selected and formed into a mean score, the sampling variance of the mean will be σ^2/n if the scores are independent with constant variance, σ^2. When the scores represent a "cluster" it is reasonable to assume that the error variance observed in a sample will be artificially reduced because of induced homogencity resulting from the influence of the "cluster" (i.e., achievement scores from students within a single classroom may be more alike because of their common classroom experiences than scores of students randomly selected from different classrooms). The degree of induced homogeneity may be indexed by the coefficient of intraclass correlation (i.e., the expected correlation between scores from pairs of students within a single classroom cluster). Note that under independent random sampling, the intraclass correlation coefficient is expected to be 0. If we let ρ represent this intraclass coefficient, it is easy to show[1] that the variance of a mean score based on a cluster of size n is $(\sigma^2/n).[1 + (n-1)\rho]$, where the factor $(n-1)\rho$ is, in effect, an adjustment for the artificially low variance found within clusters.

The influence of an intraclass correlation on the magnitude of the sampling variance of a mean can be substantial, especially for moderate to large values of ρ. For example, assuming $\sigma^2 = 1$ for simplicity, for $\rho = .3$, the variance is .44 for samples of size 5 and .37 for samples of size 10, as compared to values of .20 and .10, respectively, when the scores are independent ($\rho = 0$). Further, for $\rho = .5$, the corresponding variances are .60

---

[1] See W. E. Deming, Some Theory of Sampling, Wiley, 1950, page 194 eq. 65; in Deming's notation, set m = 1 and N = n to derive the following expression. For a direct derivation, let $\tau_{yy'}$ be the expected covariance between two scores within a cluster; then, the variance of n scores is $\sigma^2/n + \sigma_{yy'}n/(n-1)$. Assuming homogeneity, $\rho = \sigma_{yy'}/\sigma^2$ and substitution yields the equation as given in the text above.

and .55; even for large sample sizes, the variance cannot be reduced below ρ as a limiting value (unlike independent sampling where the limiting value of the variance is 0 for large samples).

B. Establishing Effective Effect Sizes

For the two-sample t test, J. Cohen in Statistical Power Analysis for the Behavioral Sciences (Academic Press, 1969) presents a rationale (p. 24) for the definition of a "medium" effect size as comprising a .5 standard deviation difference between two population means. Such a difference would, in correlation terms, account for approximately 6% of criterion score variance and is, intuitively, a reasonable value for a minimum difference which would have educational implications (Cohen's "small" effect size is only .2 and, in correlation terms, accounts for about 1% of the criterion variance; such a small relationship is unlikely to have substantive educational implications). However, this effect size is directly applicable to samples based on independent scores and not to analyses based on means as the unit of analysis. Thus, before utilizing Cohen's tables for determining an appropriate minimum sample size, it is necessary to convert the "medium" difference of .5 standard deviation units into an "effective" effect size which applies to classroom mean scores. For example, with mean scores based on, say, 5 independent scores, the sampling variance of a mean would be only .20 and the effect size of .5 becomes an effective effect size of 1.12. However, with the more reasonable assumption of a positive intraclass correlation, this effective effect size becomes only .75 with ρ = .3 and .65 with ρ = .5. Using such "effective" effect sizes, the following table of sample sizes for each group was constructed by interpolating in Cohen's Table 2.4.1 (pp. 52-53) for various sized clusters (classroom sampling groups) and for power of .7, .8, and .9.

	n=3			n=5			n=6			n=7			n=10		
POWER	0	.3	.5	0	.3	.5	0	.3	.5	0	.3	.5	0	.3	.5
.70	18	28	34	11	23	31	10	22	31	8	21	30	6	19	29
.80	23	36	44	14	30	39	12	29	39	10	27	38	8	25	37
.90	30	47	58	18	39	52	16	37	51	14	35	50	10	33	49

For purposes of a final selection for the sample size per group (i.e., for each of the 16 design cells referred to earlier), reasonable estimates must be made for the expected number of students which will be sampled within a given classroom (and such estimates may differ for mainstream and pull-out programs). Also, the values for power and for the intraclass correlation must be specified. A highly conservative approach would be to assume relatively small values for n for mainstream programs (e.g., n = 6), slightly larger value of n for pull-out programs (e.g., n = 10), a large value for ρ (e.g., .5), and demand a high level of power (e.g., .90). For this case, each mainstream group would require a sample of 51 classrooms and each pull-out group a sample of 49 classrooms, or a total sample of 800 classrooms (before allowances for over-sampling). A more moderate choice of values might use the same values for the mainstream and pull-out n value, ρ = .3, but with power still set at a high level, .90. The resulting sample size per group is 37 for each mainstream program and 33 for each pullout, or a total of 560 classrooms. A final decision on sample size determination must weigh the factors of power, size of clusters, and expected intraclass correlation against the practical limits imposed by temporal and monetary conditions surrounding the data collection effort.

APPENDIX 7

SELECTION PROCESS
FOR POTENTIAL CANDIDATE SITES

SELECTION PROCESS FOR POTENTIAL CANDIDATE SITES

APPROACH

Identifying, selecting, and matching potential candidate sites to the classification matrix criteria required examination of hundreds of documents. The initial process included identifying school districts which had reliable documentation already on file in various federal program offices. This activity was especially crucial in that the initial selection process had to rely upon information sources currently in existence since surveys could not be conducted with sites without OMB clearance. Contact was made with federal program offices which provided access to their project files for review of documentation of well-implemented individualized instructional programs in reading and mathematics. Program officers provided additional information and greatly assisted in narrowing down the field of potential candidate sites. Available documentation in the program offices of Right To Read, Follow Through, ESEA Title I, ESEA Title III, and DRP files were examined.

Over 20 major commercial publishers of individualized learning systems were requested to nominate five school districts which, in their estimation, were implementing their program in the most effective manner. In addition, TURNKEY reviewed its own files of approximately 100 school districts to identify additional sites meeting the selection criteria.

The actual process of determining the specific characteristics of projects and identifying whether or not they should be considered potential candidate sites relied upon the use of a TURNKEY-developed checklist (displayed in Appendix 9). This checklist was applied to all projects reviewed in federal program offices and in TURNKEY files in order to provide a preliminary indication of the availability of "likely" candidate sites. After

finalizing the classification matrix the checklist was revised (displayed in Appendix 10)and used to finalize the identification of potential candidate sites. The revised checklist focused upon more specific selection criteria and was also used to develop a Keysort card filing system for future reference and consideration in model application.

Available documentation for completion of at least 50% of the checklist items was a major requirement. Projects with files containing less documentation were discarded and received no further consideration.

The revised checklist focused upon the four classification matrix criteria, i.e., performance objectives, diagnosis and prescription, alternative learning paths, and pacing. It also provided for identification of disqualifying criteria (when available) including numbers of school buildings utilizing program, grades in which program is operating, numbers of available classrooms, and the subject matter emphasis.

Application of the revised checklist to materials of commercial publishers utilized similar procedures and included an examination of additional materials purchased by outside groups. These groups include organizations which commonly critique such materials for school district decision-makers planning new programs (e.g., evaluators, EPIE). These critique materials provided additional insight into the actual operational characteristics of commercial programs and further assisted in the dientification of potential candidate sites. In several instances it was necessary to examine actual instructional materials and teacher manuals provided by publishers to verify certain aspects of a system for characteristics claimed by the publisher. The numerous materials and liberal us of jargon phrases contributed to the difficulties in these particular instances.

Follow-up discussions were undertaken to complete or verify some checklist items for a majority of the programs examined. Discussions with

persons responsible for or knowledgeable about the program documentation being reviewed enabled project team members to finalize the checklist for selection of potential candidate sites and assign classification matrix positions. School districts meeting criteria for boxes numbered 1,2,3,5, and 9 in the matrix were considered potential candidate sites for individualized programs. School districts meeting criteria for boxes numbered 8, 12,14,15, and 16 will be considered potential candidate sites for standardized programs. All sites which could not be assigned one of these positions in the classification matrix were discarded unless it was believed that additional information might alter their matrix position. In these instances the checklists and related documentation were filed for possible reconsideration at some future date.

Problems encountered in identifying potential candidate sites were of varying seriousness to study team members and contributed to the amount of time required to complete the checklist materials. Four major situations re-occurred any number of times:

1. Persons knowledgeable about a specific program were not readily available. They were on leave, on sabbatical, or a less knowledgeable person had to be dealt with until their limited amount of information was exhausted and it was finally deemed appropriate to inform the person who should have been informed of what was going on from the beginning.
2. Program officials were reluctant to identify the "best" or most "well-implemented" programs. They would rather state that all of their programs were good and it would be difficult to single out any one in particular. Referrals were often forthcoming to consult with other layers of the bureaucracy first. However, after the TURNKEY study team waded through the files and identi-

fied a number of apparently appropriate programs the project officer gladly commented on their condition and was more than willing to indicate which programs were "well-implemented".

3. Program office files were generally in various stages or organization for the purposes of the study team and materials usually could not be examined on an individual basis without assistance from clerical personnel. Documents were often misfiled or left in a large container to "be filed" at a later date. Often the project members had pertinent documents in their offices which had to be found on an individual site-by-site basis.
4. Developers' and/or publishers' key staff were usually "in the field" and not readily available for consultation on identifying well-implemented programs. Procedures required to make contact were burdensome and generally involved several layers of administrative responsibility before serious discussions could ensue. Several publishers deferred nomination information to regional managers who had to submit to corporate headquarters which would actually release the information. The resulting quality of information was many times over-burdening and required considerable time to review and sift to determine actual program characteristics. (Many publishers, however, were extremely helpful in supplying very specific information and focusing on well-implemented program sites immediately.)

RESULTS OF SELECTION PROCESS ACTIVITIES

Study team members examined available documentation on the instructional programs of as many of the potential candidate sites displayed in Appendix 8

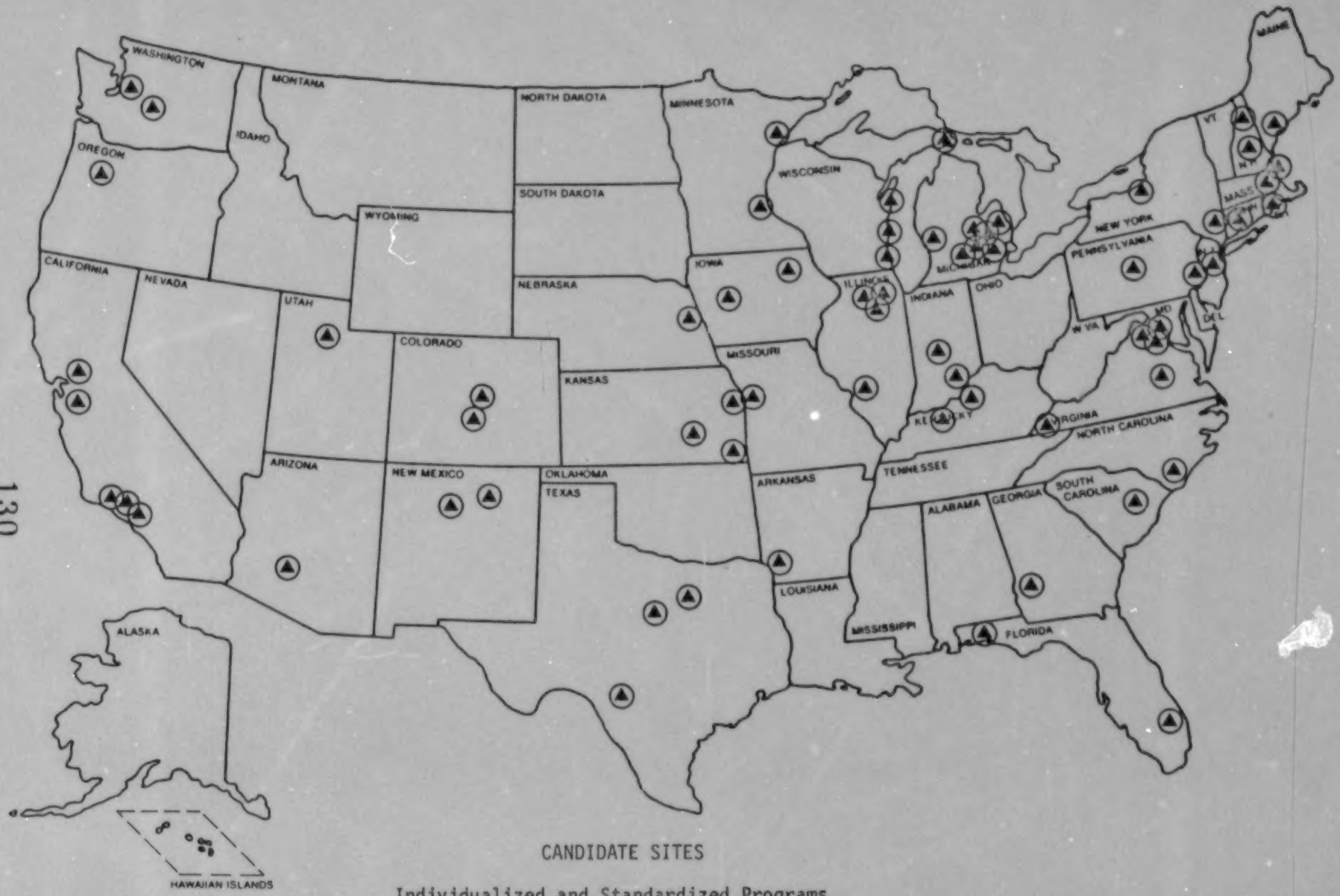
as time would allow. Application of the checklist displayed in Appendix 10 and subsequent transfer of checklist data on eligible projects to Keysort (edge punched) cards resulted in the establishment of a preliminary data bank for future reference. (One complete set of the punched Keysort cards, indexes, and sorting instructions are provided with this report under separate cover.)

The examination of documentation on instructional programs meeting classification matrix criteria resulted in the identification of 119 separate projects in 71 local school districts which can be positioned in the matrix. The final listing of candidate sites developed within the study period is displayed at the end of this appendix. The listing includes candidate sites from federal programs of Right-to-Read, Follow Through, ESEA Title I, ESEA Title III, and OE Dissemination Review Panel files as well as recommendations from commercial publishers and selected projects from TURNKEY files.

The classification matrix criteria for individualized and standardized instructional programs into which the 119 programs were categorized are as follows (the reader should keep in mind that some sites had more than one program meeting selection criteria requirements):

Matrix Classification Box		Number of Programs
(Well-implemented Individualized Programs)	1	31
	2	7
	3	21
	5	14
	9	12
(Well-implemented Standardized Programs)	8	5
	12	11
	14	4
	15	6
	16	8

The geographic distribution of the 71 separate local school districts with instructional programs meeting classification matrix criteria is shown on the display on the following page.



CANDIDATE SITES

Individualized and Standardized Programs

(Verified)

CANDIDATE SITES WITH INDIVIDUALIZED AND/OR STANDARDIZED PROGRAMS
(VERIFIED)

DOCUMENT ID NO.	SITE	PROGRAM(S)	CLASSIFICATION MATRIX CRITERIA P/O	D/P	ALP	PACE	MATRIX BLOCK
1	Rochester, NY	Read	-	-	-	-	16
		Math	+	+	+	+	1
2	Manchester, NH	Read	+	+	+	+	1
3	Longmont, CO	Read	+	+	+	-	5
		Math	+	+	+	-	5
4	Kansas City, MO	Read	+	+	+	+	1
		Math	+	+	+	+	1
5	Darlington, SC	Read	+	+	+	-	5
6	Santa Fe, NM	Read	-	-	-	-	16
		Math	-	-	-	-	16
7	Portland, OR	Read	-	+	+	+	3
		Math	-	+	+	+	3
8	Milwaukee, WI	Read	+	-	+	+	2
9	Dallas, TX	Read	-	+	+	+	3
		Math	-	+	+	+	3
10	Des Moines, IA	Read	+	-	-	-	14
		Math	+	-	-	-	14
11	Okaloosa Co., FL	Read	+	+	-	+	9
		Math	+	+	-	+	9
12	Pontiac, MI	Read	+	+	+	+	1
13	San Antonio, TX	Read	+	+	+	-	5
		Math	+	+	+	-	5
14	Aurora, IL	Read	+	+	+	-	5
		Math	+	+	+	-	5
15	Phoenix, AZ	Read	-	+	+	+	3
		Math	-	+	+	+	3
16	Kansas City, MO	Read	-	-	-	+	12
		Math	-	-	-	+	12

CANDIDATE SITES WITH INDIVIDUALIZED AND/OR STANDARDIZED PROGRAMS (Cont'd)
(VERIFIED)

DOCUMENT ID NO.	SITE	PROGRAM(S)	CLASSIFICATION MATRIX CRITERIA P/O	D/P	ALP	PACE	MATRIX BLOCK
17	Fairfax Co., VA	Read	-	+	-	-	15
18	Waterloo, Iowa	Read	+	+	-	+	9
		Math	+	+	-	+	9
19	St. Paul, MN	Read	-	-	-	+	12
20	Racine, WI	Read	-	-	-	+	12
		Math	-	-	-	+	12
21	Las Vegas, NM	Read	+	-	-	-	14
		Math	+	-	-	-	14
22	Portsmouth, RI	Read	+	-	+	+	2
23	Philadelphia, PA (EDC)	Read	-	-	+	-	8
		Math	-	-	+	-	8
24	Philadelphia, PA (Kansas)	Read	-	-	-	+	12
		Math	-	-	-	+	12
25	Philadelphia, PA	Read	-	+	+	+	3
		Math	-	+	+	+	3
26	Seattle, WA	Read	+	+	+	-	5
		Math	+	+	+	-	5
27	Berkley, MI	Math	+	+	+	-	5
28	Duluth, MN	Read	-	+	+	+	3
		Math	-	+	+	+	3
29	Boston, MA	Read	+	+	+	+	1
		Math	+	+	+	+	1
30	Omaha, NE	Read	+	-	+	+	2
		Math	+	-	+	+	2
31	Omaha, NE	Math	+	-	+	+	2
32	Menominee, MI	Math	-	+	-	-	15
33	Grand Rapids, MI	Read	-	+	-	-	15
		Math	-	+	-	-	15

CANDIDATE SITES WITH INDIVIDUALIZED AND/OR STANDARDIZED PROGRAMS (Cont'd)
(VERIFIED)

DOCUMENT ID NO.	SITE	PROGRAM(S)	CLASSIFICATION MATRIX CRITERIA P/O	D/P	ALP	PACE	MATRIX BLOCK
34	Sault Ste Marie, MI	Read	-	-	-	-	16
35	Inkster, MI	Read	-	+	-	-	15
36	Arlington Co., VA	Read	+	+	+	-	5
37	Salt Lake City, UT	Read	-	+	+	+	3
		Math	-	+	+	+	3
38	Waukegan, IL	Read	-	-	-	+	12
		Math	-	-	-	+	12
39	Indianapolis, IN	Read	-	-	-	+	12
		Math	-	-	-	+	12
40	Lebanon, NH	Read	-	-	-	-	16
41	Trenton, NJ	Read	+	+	-	+	9
		Math	+	+	-	+	9
42	St. Louis, MO	Read	-	+	+	+	3
		Math	-	+	+	+	3
43	Wayne, MI	Read/Parent	-	-	-	-	16
		Math/Parent	-	-	-	-	16
44	Richmond, VA	Parent	-	+	-	-	15
45	Lawrenceburg, IN	Parent	-	+	-	-	15
46	Yakima, WA	Parent	-	+	-	-	15
47	District of Columbia	Read	-	+	-	-	15
		Math	-	+	-	-	15
48	Texarkana, AR	Read	+	+	+	+	1
		Math	+	+	+	+	1
49	Mt. Vernon, NY	Read	-	-	-	-	16
50	Bristol, VA	Read	+	+	+	+	1
		Math	+	+	+	+	1
51	Louisville, KY	Read	+	+	+	+	1
		Math	+	+	+	+	1

CANDIDATE SITES WITH INDIVIDUALIZED AND/OR STANDARDIZED PROGRAMS (Cont'd)
(VERIFIED)

DOCUMENT ID NO.	SITE	PROGRAM(S)	CLASSIFICATION MATRIX CRITERIA P/O	D/P	ALP	PACE	MATRIX BLOCK
52	Omaha, NE	Read	-	+	+	+	3
53	Naperville, IL	Read	+	+	+	+	1
		Math	+	+	+	+	1
54	Portland, ME	Read	+	+	+	-	5
		Math	+	+	+	-	5
55	Parsons, KS	Read	-	+	+	+	3
56	Lock Haven, PA	Read	+	+	+	+	1
		Math	+	+	+	+	1
57	Oakland, CA	Read	+	+	+	-	5
		Math	+	+	+	-	5
58	Los Angeles City, CA	Read	+	+	+	+	1
		Math	+	+	+	+	1
59	Compton, CA	Read	+	+	+	+	1
60	Newport Beach, CA	Read	+	+	+	+	1
		Math	+	+	+	+	1
61	East St. Louis, IL	Read	+	-	+	+	2
62	Bristol, VA	Read/Parent	-	-	-	-	16
		Math/Parent	-	-	-	-	16
63	San Jose, CA	Math	-	+	+	+	3
64	Arlington, MA	Read	+	+	-	+	9
65	Hartford, CT	Read	-	+	+	+	3
66	Wichita, KA	Read	+	+	-	+	9
		Math	+	+	-	+	9
67	Jefferson Co., CO	Read	+	-	-	-	14
68	Clarkston, MI	Read	+	+	+	+	1
69	Dade Co., FL	Read	+	+	+	+	1
70	Dade Co., FL (New Century)	Read	+	+	+	+	1
		Math	+	+	+	+	1

CANDIDATE SITES WITH INDIVIDUALIZED AND/OR STANDARDIZED PROGRAMS (Cont'd)
(VERIFIED)

DOCUMENT ID NO.	SITE	PROGRAM(S)	CLASSIFICATION MATRIX CRITERIA P/O	D/P	ALP	PACE	MATRIX BLOCK
71	Dade Co., FL (Hoffman)	Read	+	+	-	+	9
72	Dougherty Co., GA	Read	-	+	+	+	3
73	Pender Co., NC	Read	+	-	+	+	2
74	Ft. Worth, TX	Read	-	-	-	-	16
75	Flint, MI	Math	+	+	+	+	1
76	Davies Co., KY	Read/Parent	+	+	+	+	1
		Math/Parent	+	+	+	+	1
		(71 Local Districts)		(119 Projects)			

APPENDIX 8

LIST OF POTENTIAL CANDIDATE SITES

ESEA TITLE I SITES

Title I ESEA, Preschool
Bessemer City Schools
Bessemer, Alabama

Baptist Hill Kindergarten
Butler County Board of Education
Greenville, Alabama

Improvement of Basic Reading Skills
Sylacauga City Board of Education
Sylacauga, Alabama

Flagstaff Remedial Reading
Flagstaff Public Schools
Flagstaff, Arizona

Exemplary Project
Flowing Wells Schools
Tucson, Arizona

Project Catch-Up
Newport Beach Public Schools
Newport Beach, California

Pupils Advancing in Learning
Adams 12-Thorton-Northglenn
Denver, Colorado

Intensive Reading Instructional Teams
Hartford Public Schools
Hartford, Connecticut

Reading Laboratories
Dougherty County School System
Albany, Georgia

Reading/English Rotation Project
McDuffie County Schools
Thomson, Georgia

Reading Project
Keaukaha School
Hilo, Hawaii

Project Conquest
East St. Louis Public Schools
East St. Louis, Illinois

Corrective Reading Program
Wichita Public Schools
Wichita, Kansas

Project Understand
Arlington Public Schools
Arlington, Massachusetts

Clarkston Schools Remedial Reading
Clarkston Community Schools
Clarkston, Michigan

High Intensity Tutoring Centers
Highland Park Public Schools
Highland Park, Michigan

Basic Skills in Reading
Manchester Public Schools
Manchester, New Hampshire

Criterion Reading Instructional Project
Linden Public Schools
Linden, New Jersey

Reading Improvement
Pender County Public Schools
Burgaw, North Carolina

Learning is for Life: Yours and Others
Rochwood School District #27
Multnomah County, Oregon

Remedial Reading Program
Newport Public Schools
Newport, Rhode Island

"RIPPS"
Portsmouth Public Schools
Portsmouth, Rhode Island

The First Calculating and Reading Quest
Oglala Public Schools
Oglala, South Dakota

Reading Laboratory and Resource Room
Cache County School District
North Logan, Utah

ESEA TITLE III SITES

Project AIM (Assessment of Individualized Mathematics)
Jasper City Public Schools
Jasper, Alabama

A New Adventure in Learning
W. T. Moore Elementary School
Tallahassee, Florida

Individually Prescribed Elementary Instruction Program
Lowndes County Public Schools
Valdosta, Georgia

Individualized Language Arts Diagnosis, Prescription, and Evaluation
Roosevelt School
Weehawken, New Jersey

A Systems Approach to Individualized Instruction
Grants Pass Public Schools
Grants Pass, Oregon

Project CAM - Concepts and Materials
Portsmouth Public Schools
Portsmouth, Rhode Island

Project PLACE - Personalized Learning Activity Centers for Education
Lynchburg Public Schools
Lynchburg, Virginia

DISSEMINATION REVIEW PANEL

Project Pegasus
Tuscaloosa Public Schools
Tuscaloosa, Alabama

Remedial Reading
Flagstaff Public Schools
Flagstaff, Arizona

Project Catch-Up
Newport Beach Public Schools
Newport Beach, California

Alphaphonics Reading Readiness Training Program
San Francisco Public Schools
San Francisco, California

Project R-3
San Jose Public Schools
San Jose, California

Pupils Advancing in Learning
Denver Public Schools
Denver, Colorado

Intensive Reading Instructional Teams
Hartford Public Schools
Hartford, Connecticut

Project START
Daytona Beach Public Schools
Daytona Beach, Florida

Child Parent Centers
Chicago Public Schools
Chicago, Illinois

Intensive Reading Improvement Program
Chicago Public Schools
Chicago, Illinois

Project Conquest
East St. Louis Public Schools
East St. Louis, Illinois

Systems Directed Reading
Elkhart Public Schools
Elkhart, Indiana

Corrective Reading Program
Wichita Public Schools
Wichita, Kansas

Andover's Individualized Reading System
Andover Public Schools
Andover, Massachusetts

High Intensity Tutoring Centers
Highland Park Public Schools
Highland Park, Michigan

Conceptually Oriented Math Program
Columbia Public Schools
Columbia, Missouri

Criteria Reading Instructional Project
Linden Public Schools
Linden, New Jersey

Project STAY (School to Aid Youth)
Moore Public Schools
Moore, Oklahoma

Program for Reading Development
Portland Public Schools
Portland, Oregon

Project Read
Pittsburgh Public Schools
Pittsburgh, Pennsylvania

Corrective Reading Program
Newport Public Schools
Newport, Rhode Island

Programmed Tutorial Reading Project
Farmington Public Schools
Farmington, Utah

Exemplary Center for Reading Instruction
Salt Lake City Public Schools
Salt Lake City, Utah

Project SUCCESS
Poulsbo Public Schools
Poulsbo, Washington

RIGHT TO READ

South Routt School District
Yampa, Colorado

Wintonbury Elementary School
Bloomfield, Connecticut

Baltimore City Public Schools
Baltimore, Maryland

William Whiting School
Holyoke, Massachusetts

The Lincoln Model Nongraded School
Staples, Minnesota

Broadus School District
Broadus, Montana

Hardin Primary School
Hardin, Montana

Myrtle Tate Elementary School
Las Vegas, Nevada

Newark City Schools
Newark, New Jersey

Sinclairville Elementary School
Sinclairville, New York

Riverside Park Junior High School
Springfield, Vermont

Jefferson Elementary School
Parkersubrg, West Virginia

Jefferson Elementary Expansion Site
La Crosse, Wisconsin

FOLLOW THROUGH PROGRAM MODELS

Open Education Program
Educational Development Center
Newton, Massachusetts
- Laurel, Delaware
- Washington, D.C.
- Chicago, Illinois
- Roxbury, Massachusetts
- Paterson, New Jersey
- Johnston County, North Carolina
- Philadelphia, Pennsylvania
- Scranton, Pennsylvania
- Rosebud, Texas
- Burlington, Vermont

Parent Education Model
University of Florida
- Jacksonville, Florida
- Tampa, Florida
- Lawrenceburg, Indiana
- Chattanooga, Tennessee
- Richmond, Virginia
- Yakima, Washington

California Process Model
California Department of Education
- Oakland, California

Responsive Educational Program
Far West Laboratory for Educational Research and Development
- Deleuth, Minnesota
- Lebanon, New Hampshire
- Salt Lake City, Utah

Individualized Early Learning Program
Learning Research and Development Center
The University of Pittsburgh
- Montevideo, Minnesota
- Akron, Ohio
- Lock Haven, Pennsylvania

Behavior Analysis Approach
University of Kansas
- Meridian, Illinois
- Waukegan, Illinois
- Indianapolis, Indiana
- Louisville, Kentucky
- Kansas City, Missouri
- Trenton, New Jersey
- Bronx, New York
- Philadelphia, Pennsylvania

Tucson Early Education Model (TEEM)
University of Arizona
Los Angeles, California
Durham, North Carolina
Walker County, Georgia
Vincennes, Indiana
Des Moines, Iowa
Wichita, Kansas
Baltimore, Maryland
Lincoln, Nebraska
Lakewood, New Jersey
Newark, New Jersey
Santa Fe, New Mexico
Fort Worth, Texas

Follow Through Models for which sponsor materials have not yet been received:

The Parent Supported Application of the Behavior Oriented Prescriptive Teaching Approach
Georgia State University

Englemann/Becker Model for Direct Instruction
University of Oregon

Cognitively Oriented Curriculum Model
High/Scope Educational Research Foundation

Hampton Institute Nongraded Model
Hampton Institute
Hampton, Virginia

Bank Street College of Education Approach
Bank Street College
New York, New York

The Wisconsin Design for Reading Skill Development

Wisconsin Research and Development Center
The University of Wisconsin
Madison, Wisconsin

236 school districts have been identified as potential candidate sites; 50 well-implemented sites will be requested from the developer for determination of "likely" sites.

COMMERCIAL PUBLISHERS

High Intensity Learning Systems
Educational Systems Division
Random House, Inc.
New York, New York
- Miami, Florida
- Baltimore, Maryland
- Omaha, Nebraska
- Brooklyn, New York
- San Antonio, Texas

Individualized Computational Skills Program
Houghton Mifflin Company
Boston, Massachusetts
- Flint, Michigan

Dr. Caleb Gattegno
Educational Solutions, Inc.
New York, New York
- Jacksonville, Florida
- West Palm Beach, Florida
- Bronx, New York
- New York, New York
- Cleveland, Ohio
- Milford, Ohio
- Oberlin, Ohio
- Rocky River, Ohio

DISTAR Instructional System
Science Research Associates
Chicago, Illinois
- Chicago, Illinois
- Mount Vernon, New York
- New York, New York
- Lake Oswego, Oregon
- Orange County, South Carolina

SRA Mathematics Learning System
Science Research Associates
Chicago, Illinois
- San Jose, California
- Skaneateles, New York
- Omaha, Nebraska
- Sioux Falls, South Dakota

SRA Reading Laboratory Series
Science Research Associates
Chicago, Illinois
- Phoenix, Arizona
- Gainesville, Georgia
- St. Paul, Minnesota
- New City, New York

New Century Publishing Company
New York, New York
Compton, California
Dade County, Florida
Pontiac, Michigan

Project PLAN
Westinghouse Learning Corporation
New York, New York
Phoenix, Arizona
Fort Morgan, Colorado
Longmont, Colorado
Brunswick, Georgia
Aurora, Illinois
Naperville, Illinois
Wheaton, Illinois
Cedar Rapids, Iowa
Pleasant Valley, Iowa
Portland, Maine
Grand Rapids, Michigan
Wyoming, Michigan
Winona, Minnesota
St. Louis, Missouri
Ridgewood, New Jersey

Education TURNKEY Files' Documentation

Total Learning Center
District of Columbia Public Schools
Washington, D.C.

Dade County Reading System
Dade County Public Schools
Dade County, Florida

Project IMUS
Berkley Community Schools
Berkley, Michigan

Pierce School Project
Detroit Public Schools
Detroit, Michigan

Project TARGET
Grand Rapids Public Schools
Grand Rapids, Michigan

Project READ
Inkster Public Schools
Inkster, Michigan

Lansing Middle Cities Project
Lansing School District
Lansing, Michigan

Project MATH
Menominee Public Schools
Menominee, Michigan

C-SEP Program
Wayne-Westland Community Schools
Westland, Michigan

Individualized Reading Program
Arlington County Public Schools
Arlington, Virginia

Individualized Reading Program
Bristol Public Schools
Bristol, Virginia

Prescriptive Learning Centers
Fairfax County Public Schools
Fairfax, Virginia

APPENDIX 9

SITE IDENTIFICATION CHECKLIST

DISTRICT SURVEY I SITES

CHECKLIST FOR IDENTIFYING SITES FOR NIE STUDY

A. General

1. Checklist completed by _____
   on _____
2. Name of district _____
   Address _____
   Telephone _____
   School(s) _____
3. Type of Document/Source Reviewed
   [] DRP Project Report
   [] Report submitted by LEA
   [] Turnkey file
   [] Other _____
4. Location of Document
   [] Turnkey
   [] Other _____
5. Contact Person for Additional Information
   Name _____
   Phone _____

B. Minimum Criteria

	YES	MAYBE	NO	DON'T KNOW
1. Covers Grades K-4	[]	[]	[]	[]
2. Math or Reading	[]	[]	[]	[]
3. Compensatory Education	[]	[]	[]	[]
4. Be operational 1976-77 School year	[]	[]	[]	[]
5. Program is well-implemented				
a. Plan followed	[]	[]	[]	[]
b. Evaluation Report	[]	[]	[]	[]
c. Monitor/Observation	[]	[]	[]	[]
d. Achievement gains	[]	[]	[]	[]
e. Others _____	[]	[]	[]	[]
_____	[]	[]	[]	[]
_____	[]	[]	[]	[]
_____	[]	[]	[]	[]
_____	[]	[]	[]	[]

C. Program Characteristics

1. Organization	READING	MATH
a. Center/Pull out	[]	[]
b. Mainstream/Self-controlled	[]	[]
c. Combination	[]	[]
d. Other _____	[]	[]
_____	[]	[]
_____	[]	[]

2. Performance Objectives Exist --- [] YES [] NO
If yes, are they

	READING	MATH
Written	[]	[]
Have proficiency mastery levels	[]	[]
Assigned on diagnostic test	[]	[]
Assigned on teacher judgment	[]	[]
Differ from student to student	[]	[]
Specified in written plan	[]	[]
Other _____	[]	[]
_____	[]	[]
_____	[]	[]

3. Diagnosis

	READING	MATH
a. Initial Placement		
CRT	[]	[]
Standardized test	[]	[]
Teacher judgement	[]	[]
Age of student	[]	[]
Other _____	[]	[]
_____	[]	[]
_____	[]	[]
b. Continuous		
CRT --- teacher-made	[]	[]
CRT --- in program	[]	[]
Teacher judgement	[]	[]
Student judgement	[]	[]
Don't know	[]	[]
c. Feedback		
To Teacher		
1-5 days	[]	[]
more than 5 days	[]	[]
To Student		
1-5 days	[]	[]
more than 5 days	[]	[]
Don't know	[]	[]
d. Taxonomy Exists		
Yes	[]	[]
No	[]	[]
Don't Know	[]	[]
If yes,		
Teacher developed	[]	[]
Publisher's manual	[]	[]
Other _____	[]	[]
_____	[]	[]
_____	[]	[]

Education TURNKEY Systems, Inc.

ADDENDUM

to

POTENTIAL CANDIDATE SITE SHEET

A. Program Characteristics

1. Name of Instructional Materials _____
   a. Basal _____
   _____
   b. Supplemental _____
   _____

2. Implementation Plan is Described
   [] Adequately
   [] Inadequately
   [] Not at all

B. Parents are involved in
   [] Establishing Program Goals/Objectives
   [] Establishing Student (Child) Objectives
   [] In-class instruction
   [] At-home instruction
      [] Prescribed/structured by teacher
      [] Unstructured, with parental discretion
   [] Evaluation of student's (childs's) progress
      [] Prescribed/periodic
      [] Flexible/meetings with teachers
   [] Training provided by
      [] Teacher/building staff
      [] Materials (programmed)
      [] Other _____
      _____

C. Documentation of Project is
   [] Very good _____
   _____
   [] Average _____
   _____
   [] Poor _____
   _____

APPENDIX 10

SITE IDENTIFICATION CHECKLIST

NON DISTRICT SURVEY I SITES

DOCUMENTATION SUMMARY SHEET FOR SITE IDENTIFICATION

NIE - DISTRICT SURVEY II

District _____ Total Enrollment _____

Contact Person _____ Telephone _____

Name of Program _____

Number of Elementary Buildings Using Program _____

Number of Second and Third Grade Rooms Using Program _____

Comments

_____

_____

_____

_____

_____

_____

_____

_____

Keysort Code Format

Code Field

I. General

A. Type of Program

1. Mainstream (self-contained)
2. Pullout - Type I (entire group)
3. Pullout - Type II (selected students) 1-2-3-4
4. Combination
5. Other

B. Subject Matter Emphasis

1. Reading
2. Mathematics
3. Reading and Parent Involvement 5-6-7-8
4. Mathematics and Parent Involvement
5. Other

C. Years Program Has Been/Will Be Operational

1. One
2. Two
3. Three
4. Four
5. Five or More
6. Operational in 76-77
7. Not operational in 76-77 9-10-11-12

D. Projected Program Stability Within District for 76-77

1. Same Program
2. Same Principals
3. Same Teachers 13-14-15-16
4. Same Students
5. Combinations of Above

E. Number of Potential Study Schools in District

1. 1-2
2. 3-5
3. 6-10
4. 11-15
5. 16-20
6. 21-30
7. More than 30 17-18-19-20

F. Number of Potential Study Rooms in District

1. 10 Only
2. 11-15
3. 16-20
4. 21-25
5. 26-30
6. More than 30 21-22-23-24

Code Field

G. District Willing to Participate in NIE Study

1. Yes
2. No — 25-26-27-28
3. Reserved Judgement (Maybe)

H. Documentation Available on Quality of Program Implementation

1. DRP Document
2. Outside Validation Report
3. Evaluation Report — 29-30-31-32
4. Publisher Recommendation
5. Other

II. Degree of Individualization

A. Written Performance Objectives

*1. For Each Individual Student
2. For Classroom/Center
3. For Small Groups — B1-B2-B3-B4
4. For Program
5. Other

B. Diagnosis/Prescription

*1. Continuous on Individual Student Basis
2. Initial Placement Only — B5-B6-B7-B8
3. Periodic (e.g., mid-semester)
4. Other

C. Learning Paths

*1. Prescribed/Followed on Individual Student Basis
2. Student Selects from Alternatives
3. Small Groups Have Separate Paths — B9-B10-B11-B12
4. Other

D. Placing

*1. Determined For/By Individual Student
2. Determined by Teacher Judgement — B13-B14-B15-B16
3. Small Groups Set Own Pace

E. Major Instrument Used In Diagnosis

1. CRT/ORT
2. Standardized — B17-B18-B19-B20
3. Other

* Required to meet model criteria for maximum individualization

Code Field

III. Parent Involvement

A. General PAC Type Involvement
B. Parents Assist in Classroom Instruction
C. Parents Assist in Home Instruction — L1-L2-L3-L4
D. Parents Establish Individual Student Objectives
E. Other

APPENDIX 11

PROGRAM IMPLEMENTATION INSTRUMENT DESIGN

PROGRAM IMPLEMENTATION INSTRUMENT DESIGN

A. Purpose

The enclosed instrument is designed to:

- Specify general categories of activities which are common to most math and reading programs;
- Identify the specific subactivities and their relative importance (i.e., scale 1-4) to successful implementation;
- Identify the type(s) of data collection instruments (e.g., structured interview, checklist, and indepth probe interview) but suited to collect valid and reliable information on the degree to which the program is being implemented as intended.

B. Program Information

1. Name of Program Alpha Learning II Reading Program
2. LEA Location Grand Rapids (Michigan) Public Schools
3. Schools Using Program Fountain, Mulick Park
4. LEA Contact Person Wallace Norgrove, Director, Program Development

   Telephone:
5. Individuals Responsible for Completion C. Blaschke, TURNKEY
6. LEA/Other Officials Participating R. Swart, teacher-trainer,

   R. Bogo, Vice-President Alpha II

C. Procedure Used

The procedure used to complete this instrument was (please describe):

Blaschke reviewed documentation of ALPHA program in Grand Rapids Public Schools (TURNKEY files) and identified preliminary categories of activities (9/18/75). Met with Bogo (9/23, 24/75) to refine subactivities. Bogo met with Swart (9/25/75) to confirm sub-activities and assign weights.

-	I	O	P	RATING
_____ Student Prescription Records (Reading) completed correctly		✓		3
_____ Student Prescription for (Math) completed correctly		✓		2
C. Instructional Planning				
1. Role of Individual or Group Instruction Within the System.				
_____ Students are grouped for introductory presentations (Math) 1-2		✓	✓	3
_____ Students are grouped for introductory presentations (Math) 3-6		✓	✓	1
_____ Students are grouped for skill presentations (Reading) Grades 1-2		✓	✓	3
_____ Students are grouped for skill presentations (Reading) Grades 3-6		✓	✓	2
_____ Teacher follows a weekly plan for individual-small group instruction		✓	✓	2
_____ Teacher has scheduled systematic performance review sessions with student		✓	✓	4
2. Nature of Media-Teacher, Tape, etc.				
_____ Students use HELP CARDS correctly	✓	✓		1
_____ Teacher uses HELP BOX to plan individual and group presentations	✓	✓		2
D. Instructional Management				
1. Student Records/Information Retrieval				
Class Summary Chart completed:				
_____ for Reading - Chart 1 (Sul)		✓		3
_____ for Reading - Chart 2		✓		1
_____ for Math		✓		2
_____ Student Cards updated (Reading)		✓		1
_____ Student Cards updated (Math)		✓		3
_____ Student Cards Posted (Math)		✓		1

-	I	O	P	RATING
_____ Daily Task Log Maintained		✓		4
For Evaluation Testing Only:				
_____ Objective Attainment Records completed for target students		✓		3
2. All Information Sources Necessary to Make Instructional Decisions				
_____ Student Prescription Record maintained correctly		✓		3
_____ Student progress by frame with exception of Sullivan		✓		2
_____ All scores recorded		✓		3
_____ All re-do's recorded		✓		2
_____ Daily Task Log shows an average of 1-3 tasks per day.		✓		2
_____ Criterion Mastery Test record maintained		✓		2
_____ Task Log checked daily by teacher		✓		2
3. Nature of Decisions and Frequency of Decisions				
_____ Is branching evidenced on Prescription Sheets (Reading or Math)		✓	✓	3
_____ Do sheets indicate more than two 100% in succession for same objective without branching		✓		2
_____ Do sheets indicate a succession of poor scores without branching		✓		2
_____ Do sheets indicate proper use of CMT's		✓		2
_____ What optional prescriptions are available in Math (check Student Card)		✓		2
Classroom Management				
1. Use of Resources				
_____ Teacher plans for/with the paraprofessional and other adults in the room on a scheduled-weekly basis.		✓	✓	4
_____ Student checkers are being used		✓		3

	I	O	P	RATING
____ Student tutors are being used.		✓		2
____ Later el students are assigned to help early el students when needed		✓	✓	2
____ Paraprofessionals know their responsibilities	✓	✓	✓	3
____ Paraprofessionals know how to find and use all materials (P.C.'s, tests, answer keys, etc.)	✓	✓	✓	3
Organization of Learning Environment				
1. Student Movement				
____ The physical arrangement of the classroom accomodates traffic flow and instruction		✓		2
____ The necessary materials are readily accessible to students (centrally placed)		✓		2
____ There is a "test table" or "CMT Table" where students take major tests		✓		2
____ The teacher and aide are on opposite sides of the room		✓		2
____ There are systematic classroom procedures for getting, using, and returning materials.		✓		2
____ Students have folders for reading and math prescriptions		✓		3
____ The students have been trained to follow systematic checking procedures	✓	✓		3
____ The students know what to do next when a task is completed	✓			4
____ The student returns to work after handing in a check test		✓		3
____ The student signs up for teacher help when desired		✓		2
____ The student signs up for spelling tests or vocabulary tests when needed		✓		2
____ The student can verbalize his workflow: folder → materials → take P.C. give to student checker return to seat and complete next task	✓			2

	I	O	P	RATING
Student Motivation				
____ The teacher knows the building incentive budget	✓			2
____ Teacher's reward system adheres to building guidelines	✓		✓	2
____ The teacher contracts with students	✓	✓	✓	3
____ The student can verbalize the contract	✓			2
____ There is a reward menu appropriate to all students (e.g. a store stocked with things that are reinforcing to students		✓		3
____ The teacher has and follows a reward schedule for achievement		✓	✓	2
____ The students can verbalize the reward schedule for achievement	✓			2
____ There is a Free Room or there is an RE Area in the classroom where there are activities for immediate reinforcement		✓		2
____ The use of the Free Room or RE Area is contingent on completion of a contract or task or specified behavior.		✓	✓	4
____ The adults in the room consistently reward appropriate behavior		✓		3
____ Adult verbal behavior is positive (I like the way this group is working)		✓		3
____ Staff continually finds new ways to motivate students	✓	✓	✓	3
PROJECT EVALUATION				
Involvement of Students/Staff/Parents				
____ Were parent questionaires used pre-post	✓		✓	2
____ Were staff questionaires used pre-post for information and attitudes regarding program	✓		✓	2
____ Were student preferences and interests evaluated	✓		✓	2

-	I	O	P	RATING
B. Types of Evaluation Recommended				
_____ Use objective referenced testing system which relates to program recommended	✓			3
_____ Use of standardized tests recommended MAT, WRAT, SDT	✓			1
_____ Use of self-concept inventory for students recommended	✓			1
C. Data Collection				
_____ On-going evaluation of objectives recommended. Pre and post-test as instructional sequence requires	✓			3
*D. Analysis				
*E. Reporting				

Note: Most school systems use their own evaluation system. We recommend the objective referenced testing system with continual pre-post testing of objectives. We also recommended pre-post inventories on teacher attitudes and teacher acceptance of individualized instruction.

CATEGORIES OF VARIABLES	I	O	P	RATING
	I = Interview O = Observation Checklist P = Indepth Probe			
PROJECT PREPARATION				
. Project Planning				
1. Parent Involvement				
_____ Presentation made to PTA	✓			1
_____ Approval by parent advisory council if Comp. Ed. funds are used	✓			3
2. Program Goals				
_____ Can Administrators identify program goals? Teacher training for managing an individualized classroom in reading or mathematics. Increase student achievement. Increase positive self-concept of student.	✓			2
3. Program Design				
_____ Determination of program use by teachers and aides (center vs. self-contained vs. team teaching vs. pull out, etc.)	✓			2
_____ Determine evaluation testing system to be used (if relevant)	✓			2
_____ Specify number of target students for special testing (if relevant)	✓		✓	2
4. Establish Responsibility/Authority				
_____ Designate school administrator as facilitator.	✓			2
5. Identify/Select/Procure Resources				
a. Staff				
_____ Reassign or hire teachers/aides as required by program design	✓			3

2-	I	O	P	RATING
b. Facilities				
_____ Order building modifications and furniture (Special Education population only		✓		3
c. Special Equipment-Materials				
_____ Order all commercial materials	✓		✓	4
_____ Order all supplies	✓			2
B. Staff Training				
1. Development of Program (training package already developed)				N/A
2. Involvement of Students/Staff/Parents				
_____ Notify all staff working directly with center as to time/place/etc. of in-service.	✓			3
_____ Select 1-2 representatives of parent community to attend workshop.	✓			2
3. Logistics				
_____ Deliver all systems materials.	✓			2
_____ Inventory all commercial materials.	✓			1
_____ Set up center prior to staff training.	✓	✓		2
_____ Designate two day training period.	✓			3
4. Nature of Training Sessions Training session is modeled after format of individualized program.				3
Diagnostic Test ⟶ Prescription ⟶ ✓Test Discussion and Activity	✓			
. PROJECT OPERATION				
. Diagnosis and Testing and R Prescription				
_____ All students pre-tested	✓		✓	3
_____ All student Rx matrix completed (Reading only)		✓		1
_____ All student cards on file (Math)		✓		3
_____ Class Summary Chart completed (Math)		✓		2

APPENDIX 12

DRAFT

IMPLEMENTATION ASSESSMENT INSTRUMENT

DRAFT

GENERAL IMPLEMENTATION

INSTRUMENT

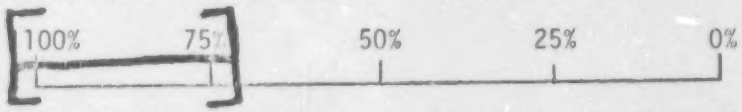
TO THE PROGRAM DEVELOPER:

The purpose of these questions is to determine how well your program has been implemented. The items should not be interpreted as a list of "ideal" characteristics of an individualized program. There will be many items which will not be applicable for assessing your program's implementation level. It is important that we have an accurate means of determining the degree of implementation, which will be taken into consideration and weighted when evaluation measures are considered.

GENERAL DIRECTONS:

1. If the question is not applicable to your program, indicate this by marking the "N/A" provided for each question with a check ( ) or a circle as appropriate.

2. For questions which provide a scale on which you are to indicate your response, bracket the range of acceptable response values for the program. Your brackets should intersect the answer scale such that the acceptable value that is furtherest to the left is shown as a left bracket and that furtherest to the right as a right bracket. And to be absolutely clear, connect your brackets with a line. For example,



The values contained within your bracket represent response values that a local teacher or program administrator would check if the program were operating in a well-implemented fashion at that site.

3. For questions requiring responses other than "Yes/No" but for which no answer scale is indicated, provide your response in terms of a range of specific values which would be acceptable for a reasonably well-implemented classroom or learning center. For example,

"6-8 weeks".

4. In the right hand portion (topped with the heading "Possible On-Site Verification Procedures") of each of the following sheets, check the procedure or procedures you believe could be used on-site to verify the response a local respondent might give for that question. You may add suggested procedures for on-site verification for any question in the space provided. If the procedures you add require application of a specific instrument, please identify this instrument (attach a copy of these sheets if possible).

Where no potential on-site verification procedures are listed for any question, please suggest any that you feel would be relevant for that question in your program. Procedures that you suggest should be briefly stated but with adequate detail to readily allow data collection.

5. The last of the attached sheets contains no questions at all. This space has been provided for you to list additional items you believe are critical to effective implementation of your program. For each item you add, please provide a specific interview question, answer scale, and on-site verification procedure.

PURPOSE OF QUESTION	INDICATE BELOW RESPONSES WHICH, IF SELECTED BY LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
DIAGNOSIS/PRESCRIPTION What are the important considerations in diagnosis? Are there standard tests and procedures available for initial diagnosis and prescription or is this primarily the responsibility of the teacher with only general or theoretical guidelines given? (D/P 1, D/P 2)	D/P 1. Are there specific tests available for initial diagnosis? Yes_____ No_____ N/A_____ If so, for what part of the program? 100% 75% 50% 25% 0%	D/P 1. • Look at tests. • Look at Manual, if available. • _____ • _____
	D/P 2. Are there specific procedures whereby the specific initial placement in materials is determined by the score on the diagnosis test? Yes_____ No_____ N/A_____ If so, for what percentage of materials in the program? 100% 75% 50% 25% 0%	D/P 2. • Look at Manual, if available • Ask two different adults to describe in detail the diagnosis and prescription system. • Take a diagnostic test, have a prescription given you on the basis of your score. • _____ • _____
How important are alternative paths or different media? Are there alternative prescriptions for the same skill deficiency available for initial prescribtion or when starting a new unit or cluster of objectives? (ALT 1, ALT 2)	ALT 1. Given the same scores for two students in the same age range, would the materials prescribed be the same for the two students? Yes_____ No_____ N/A_____ If so, what percent of the time? 100% 75% 50% 25% 0%	ALT 1,
	ALT 2. Given the same scores for two students in the same age range, how many different prescriptions are in general use for the same skill deficiency? Only 1_____ 1-3_____ Other (specify range) _____	ALT 2. • If more than one, ask for example (hypothetical is fine). • _____ • _____

PURPOSE OF QUESTION	INDICATE BELOW RESPONSES WHICH, IF SELECTED BY LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
How much variation in skill level and prescription can the program handle within one classroom? (D/P 3)	D/P 3. Check the response below which corresponds to the range of students accommodated effectively by the diagnosis/prescription system. One grade level only_____ 2-3 grade levels _____ All grade levels, K-6_____ Other (specify)_____	D/P 3. • What is the widest range of skill levels you have in any given class? • _____ • _____
How flexibly written are prescriptions; or given a block of work, is there flexibility? (ALT 3)	ALT 3. After prescription of a block (unit, module) of material, should students follow the sequence of materials as presented? Yes_____ No_____ N/A_____ If so, what percent of the time? 100% 75% 50% 25% 0%	ALT 3. • Select a sample of students. • _____ • _____
	D/P 4.. What percent of the students receive a change in prescription during a class period? N/A_____ 100% 75% 50% 25% 0%	D/P 4. • Count the number of students per class period receiving prescriptions. • _____ • _____
	MNGT 1. Should the teacher systematically receive the work of student on a patterned, recurring basis? Yes_____ No_____ N/A_____ If so, how frequently? Once a day_____ Once a week_____ Other (specify)_____ _____	MNGT 1. • Check to see if students know when their review time is. • Check to see if teachers know when their review time is. • _____ • _____

PURPOSE OF QUESTION	INDICATE BELOW RESPONSES WHICH, IF SELECTED BY LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
What is the variation in prescription which the system can handle? (Inst 1)	Inst 1. What is the largest portion of the students which could be working on the same assignment in the classroom at any given time? 100% 75% 50% 25% 0%	Inst 1. • Make a list of the prescription or tasks completed by 10 students in various grade levels. • _____ • _____
	Inst 2. What percent of the student would normally be involved in small group instruction (2-6 per group) during the class period? 100% 75% 50% 25% 0%	Inst 2. • Count • _____ • _____
	Inst 3. What percent of the students would usually have some interaction with the teacher in an instructional capacity? 100% 75% 50% 25% 0%	Inst 3. • Count • _____ • _____
	Inst 4. How many different materials are used during an average class period? (note an acceptable range.) _____	Inst 4. • Count • _____ • _____

PURPOSE OF QUESTION	INDICATE BELOW RESPONSES WHICH, IF SELECTED BY LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
Is it important that diagnostic tests be directly related to the curriculum? (D/P5, D/P6, D/P7)	D/P 5. Do the diagnostic tests accurately measure the objectives of the program? Yes_____ No_____ N/A_____ Is so, what percentage are measured accurately? 100% 75% 50% 25% 0%	D/P 5. • Select a diagnostic test item and match to its related objective. Is the match close/ perfect. • _____ • _____
	D/P 6. Do the diagnostic tests relate directly to the curriculum in skill level, readability, use of vocabulary? Yes_____ No_____ N/A_____ If so, for what percent of the test items is it so? 100% 75% 50% 25% 0%	D/P 6. • Select a diagnostic test item (or items); assuming failure on those items, determine where you would begin in the manuals. Now compare these materials to the diagnostic test. • _____ • _____
	D/P 7. Are student's prescriptions based on individual objectives or objective clusters? N/A_____ individual objective_____ objective clusters_____	

PURPOSE OF QUESTION	INDICATE BELOW RESPONSES WHICH, IF SELECTED BY LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
How frequently does the system allow students to "branch"? How important are "branching" vs. "linear" programs for student growth (MNGT 2)	MNGT 2. How long does it take an average student to complete the amount of materials he/she is given before a test is taken where the prescription can be modified? N/A_____ 1-2 days_____ 1-2 weeks_____ Other (Specify)_____	MNGT 2. • Randomly select 8 students. Determine the average frequency of tests. Consider only those tests that are used to modify prescription by either branching over tasks, assigning additional work, or assigning new objectives or objective clusters. • _____ • _____
How long are the prescriptions? How frequently are tests taken for branching? (PACE 1, PACE 2, PACE 3)	PACE 1. What is the average time it takes a student to move from one prescription to another, i.e., to complete a task or set of tasks? N/A_____ Acceptable range of time_____ (indicate minutes, days, weeks, etc.)	PACE 1. • Ask for student who is the fastest - and student who is the slowest. Then check amount of time spent on one task (assignment, acticity, etc.) • _____ • _____
	PACE 2. What is the average amount of time between a student's evaluation checks or tests? N/A_____ Acceptable range of time_____ (indicate minutes, days, weeks, etc.)	PACE 2. • Randomly select 5 students and compute an average time (this may vary with grade level). • _____ • _____

PURPOSE OF QUESTION	INDICATE BELOW RESPONSES WHICH, IF SELECTED BY LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
	PACE 3. How many tests are taken in an average class during a 45-50 minute period? N/A_____ Acceptable range for this number_____	PACE 3. • Count or determine if there is a way to determine without counting • _____ • _____
Do students understand the nature of an individualized program? Do they know how to modify their own learning paths? (may be less relevant to younger students.) (MNGT 3, MNGT 4, MNGT 5)	MNGT 3. After a student completes a task, should he be able to verbalize what his next task is? Yes_____ No_____ N/A_____ If so, for what percentage of the students will this be done? 100% 75% 50% 25% 0%	MNGT 3. • Randomly select 5 students and ask them (this may vary with grade level). • _____ • _____
	MNGT 4. If a student believes a task is too easy, should he know what to do about it? Yes_____ No_____ N/A_____ If so, what percentage of the students will be able to tell you what they can do to modify their assignment? 100% 75% 50% 25% 0%	MNGT 4. • Randomly select 5 students and ask them (this may vary with grade level). • _____ • _____

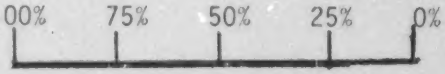
PURPOSE OF QUESTION	LOCAL PROGRAM PERSONNEL ... WOULD INDICATE GOOD PROGRAM IMPLEMENTATION: (SEE ... GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	PROCEDURES
	MNGT 5. If a student belives a task is too difficult, should he know what to do about it? Yes_____ No_____ N/A_____ If so, what percentage of the students will be able to tell you what they can do to modify their assignment? 100% 75% 50% 25% 0% ..	MNGT 5. • Randomly select 5 students and ask them (this may vary with grade level). • _____ • _____
	MNGT 6. Is there an ongoing record of the objectives that a student has mastered? Yes_____ No_____ N/A_____	MNGT 6. • Check to see. • _____ • _____
	MNGT 7. Is there an ongoing record of specific materials that a student has completed? Yes_____ No_____ N/A_____	MNGT 7. • Check to see. • _____ • _____
	D/P 8. Is it necessary to use the student objective record for prescription? Yes_____ No_____ N/A_____ If so, how frequently is it used? 100% 75% 50% 25% 0%	D/P 8. • Have teacher explain how it is done. • _____ • _____

PURPOSE OF QUESTION	LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
	D/P 9. Is it necessary to use the student record of specific materials/activities accomplished for prescription? Yes_____ No_____ N/A_____ If so how frequently is it used? 100% 75% 50% 25% 0%	D/P 9. • Have teacher explain how it is done • _____ • _____
Management tools and their appropriate use are considered critical in a well-implemented program. (MNGT 8)	MNGT 8. Is there an overall record of class progress? Yes_____ No_____ N/A_____ If so, is this record used for determining instructional groupings? Yes_____ No_____ N/A_____	MNGT 8. • Check to see. • Ask teacher for example or explanation of how she uses it. • _____ • _____
	MGNT 9. Are students used as helpers in the program? Yes_____ No_____ N/A_____ If they are, indicate the nature of the services they provide._____ _____	MGNT 9. • Check period (3 times at regular intervals); count students helping as specified. • _____ • _____

PURPOSE OF QUESTION	LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
Is the path through the objectives basically linear with major differences in prescription occurring due to different skill levels and different rates? OR is the existence of and use of different learning skills for different students critical for good program implementation? (ALT 4)	ALT 4. What percentage of students will go through the same material if given enough time? 100% 75% 50% 25% 0%	
Are different paths with different objectives assigned to different kids - or different paths with the same objectives. (ALT 5.)	ALT 5. What percentage of students would accomplish the same objectives if given enough time? 100% 75% 50% 25% 0%	
	ALT 6. What percentage of students would complete these objectives in the same sequence? 100% 75% 50% 25% 0%	
	PACE 4. What % of an average student's time is consumed by his participation in groups? 100% 75% 50% 25% 0%	PACE 4. • Random sample and check. • _____ • _____

PURPOSE OF QUESTION	LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
	INST 5. Is there a schedule for small group instruction? Yes_____ No_____ N/A_____	
	INST 6. Does the instruction in small groups relate to the work students have been prescribed on the basis of diagnostic tests? Yes_____ No_____ N/A_____ If so, what percentage of small group instruction relates to such prescribed work? 100% 75% 50% 25% 0%	
Some programs rely heavily on use of students for tutors, checkers, monitors, etc. (MNGT 10)	MNGT 10. Are student tutors used in the classroom? Yes_____ No_____ N/A_____ If so, during what portion of the class period are student tutors being used? 100% 75% 50% 25% 0%	MNGT 10. • Check use of student tutors during the period. If none are used check with teacher to determine how frequently it occurs. If in question ask students. • _____ • _____

PURPOSE OF QUESTION	LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
	PACE 5. What % of an average student's time is consumed by independent activity? 100% 75% 50% 25% 0%	
Is there a system for trouble shooting the program? (MNGT 11)	MNGT 11. What documents are available to notify the teacher that a student in not functioning adequately in the program?_____	
	PACE 6. During an average month, what is the expected range in tasks completed which a class might be expected to show? (Use any consistent unit -- e.g., pages, work sheets, progress checks -- as a task) _____	PACE 6. • Last month, what was the largest number of tasks completed and the smallest number of tasks completed? • Look at student records.
	MNGT 11. Is there a systematic procedure for monitoring student progress? Yes_____ No_____ N/A_____	
	MNGT 13. On the average, how much time passed between mastery tests of student activity and feedback to the student? _____	

PURPOSE OF QUESTION	LOCAL PROGRAM PERSONNEL AND VERIFIED ON-SITE WOULD INDICATE GOOD PROGRAM IMPLEMENTATION. (SEE GENERAL DIRECTIONS, FOR FURTHER GUIDANCE.)	POSSIBLE ON-SITE VERIFICATION PROCEDURES
Many schools use objectives for evaluation that are not directly related to the curriculum. Is this acceptable? (OBJ)	OBJ 1. Are the objectives use for the Title I evaluation related to those used in the instructional program? If so, what portion of the Title I objectives are related?  	

APPENDIX 13

SUGGESTED INTERVIEW INSTRUMENT

COMPENSATORY EDUCATION STUDY

NIE

SURVEY CONDUCTED BY:
EDUCATION TURNKEY SYSTEMS, INC.

QUESTIONNAIRE FOR:

PRINCIPAL

COMPENSATORY EDUCATION

PRINCIPAL'S QUESTIONNAIRE

A. STAFF CHARACTERISTICS

1. Have you ever taught reading at any level in a school setting (self-contained elementary classroom, adult basic education, etc.)?

   [ ] YES

   [ ] NO

   Mathematics?

   [ ] YES

   [ ] NO

2. Are you teaching reading part-time now in your school?

   [ ] YES

   [ ] NO

   Mathematics?

   [ ] YES

   [ ] NO

3. Including this year, how many total years of school administrative experience do you have?

   _____ years.

B. ORGANIZATION AND MANAGEMENT OF PROGRAM

1. Including this year, for how long have Title I compensatory education activities operated in this school?

   _____ years.

2. Do any other compensatory education programs (e.g., Head Start, State Funded Compensatory Education Programs Title 3) operated in this school?

   [ ] YES

   [ ] NO

   For how long have they operated in this school?

   Head Start _____ years.

   State Funded Compensatory Education Program _____ years.

   Title 3 _____ years.

   Other _____ years.

3. Over the past 12 months, how many times has ____(Name)____, your district's compensatory education director, discussed the reading or mathematics activities of your compensatory education students with you?

   _____ times over past 12 months.

4. What is your highest degree level held?

[ ] NONE

[ ] ASSOCIATE

[ ] BACHELORS

[ ] MASTERS

[ ] SPECIALIST

[ ] DOCTORS

5. What will be your annual salary for 1976-77?

$_____.

4. What percent of these discussions were initiated by (Name)?

_____%

5. What was the major topic of these discussions?

Testing

Student Placement

Student Progress

Program Monitoring (i.e., management in general)

Staff Considerations

Counselling/Discipline/Crisis Intenvention

Combinations of the Above

Other (specify):_____

_____

6. Over this same 12 month span, how many times has (Name) visited your school to observe the reading or mathematics activities of this school's compensatory education students?

_____ times over the last 12 months

7. After the typical such visit, did you receive any feedback from (Name)?

[ ] YES

[ ] NO

If YES, please describe what was typically said or done:

_____

_____

8. How strongly does your own teaching staff (including regular classroom teachers and any special compensatory education instructors) support your school's compensatory education mathematics and reading activities this year?

[ ] Overwhelmingly

[ ] Very strongly

[ ] Strongly

[ ] Somewhat strongly

[ ] Somewhat weakly

Please describe the experiences upon which you based your response:

_____

_____

_____

_____

_____

USING A SCALE OF 1 to 5, WHERE 1 MEANS "NOT INVOLVED AT ALL" AND 5 MEANS "HEAVILY INVOLVED", PLEASE RESPOND TO THE FOLLOWING FOUR QUESTIONS (NUMBERS 9 THROUGH 12).

9. To what degree have your specially-hired compensatory education teachers been involved in the following activities related to the teaching of reading and mathematics to compensatory education students at your school?

11. How about your paraprofessionals?

	Degree of Involvement	
	Reading	Mathematics
Organizing the classroom (staff/ student relationship) for instructional activities.	_____	_____
Reviewing and selecting materials used in comp ed instructional activities.	_____	_____
Reviewing and selecting or developing performance objectives.	_____	_____

12. How about yourself?

	Degree of Involvement	
	Reading	Mathematics
Organizing the classroom (staff/ student relationship) for instructional activities,	_____	_____
Reviewing and selecting materials used in comp ed instructional activities.	_____	_____
Reviewing and selecting or developing performance objectives.	_____	_____

	Degree of Involvement	
	Reading	Mathematics
Organizing the classroom (staff/ student relationship) for instructional activities.	_____	_____
Reviewing and selecting materials used in comp ed activities.	_____	_____
Reviewing and selecting or developing performance objectives.	_____	_____

10. How about your regular classroom teachers?

	Degree of Involvement	
	Reading	Mathematics
Organizing the classroom (staff/ student relationship) for instructional activities.	_____	_____
Reviewing and selecting materials used in instructional comp ed activities.	_____	_____
Reviewing and selecting or developing performance objectives.	_____	_____

13. Have other staff members, not covered in questions 8 through 11 above, been involved in these three activities?

[ ] YES

[ ] NO

If YES, please specify the staff members by role (e.g., speech therapist, reading consultant), whether the area of involvement is reading or math, and the degree of involvement -- using the same response scale you used for question 8 through 11.

	ROLE: _____ [ ] Reading [ ] Math	_____ [ ] Reading [ ] Math	_____ [ ] Reading [ ] Math
	Degree of Involvement		
Organizing the classroom (staff/ student relationship) for instructional activities.	_____	_____	_____
Reviewing and selecting materials used in comp ed instructional activities.	_____	_____	_____
Reviewing and selecting or developing performance objectives.	_____	_____	_____

14. Which of the following methods of coordination best describes the primary manner in which regular classroom teachers in this school coordinate their own reading and mathematics for compensatory education students with the activities conducted by special compensatory education reading and mathematics instructors this year?

[ ] Very little coordination.

[ ] Regularly scheduled staff meetings/reports.

[ ] Specially scheduled meetings/reports between specific teachers.

[ ] Informal, unscheduled communications between specific teachers.

[ ] Other (describe)_____

_____

15. Overall, how satisfied are you with the degree of this coordination?

[ ] Extremely satisfied.

[ ] Satisfied.

[ ] Somewhat satisfied.

[ ] Somewhat dissatisfied.

[ ] Very dissatisfied.

Please describe the experiences upon which you based your response:

_____

_____

_____

How would you improve this coordination?

_____

_____

_____

16. How many times this year have you met with the parents (parent) of any of your school's compensatory education students to discuss reading or mathematics activities of that student?

_____ times

17. Do you make home visits for the purpose of such discussions?

[ ] YES

[ ] NO

18. What was the major topic of these discussions?

[ ] Progress

[ ] Attendance

[ ] Discipline

[ ] Other (specify)_____

C. ORGANIZATION AND MANAGEMENT OF CLASSROOM READING ACTIVITIES

THERE ARE NO QUESTIONS ON THIS TOPIC AT THIS TIME.

D. METHOD OF INSTRUCTION

What method or methods of instruction have been most successful with compensatory education students in your school?

E. STAFF DEVELOPMENT SPECIFICALLY RELATED TO COMPENSATORY EDUCATION READING ACTIVITIES

1. How many days of teacher training (e.g., in-service) will be provided to the staff of your school during 1976-77?

   _____ days

2. How many days of teacher training related to compensatory education reading and mathematics activities will be provided to the staff of your school during 1976-1977?(Include days to regular teaching staff when comp ed staff was not present plus days to comp ed staff where regular staff was not present plus days when both present.)

   _____days for reading _____days for math _____ total days

3. How many such days of training were provided at the outset of the compensatory education reading program currently operating in your school?

   _____days for reading _____days for math _____ total days

4. For how many of the teacher training days will you be involved in this training?

   _____ days, general teacher training _____ days 76-77 comp ed training

   _____ days, program outset training

5. Which one of the following topics was most heavily emphasized during training periods devoted to compensatory education?

1976-77 Training	Program Outset	
[ ]	[ ]	General instructional techniques for disadvantaged children.
[ ]	[ ]	How to utilize paraprofessionals.
[ ]	[ ]	Implementing individualized instructional activities
[ ]	[ ]	Specific techniques for teaching reading.
[ ]	[ ]	Specific techniques for teaching mathematics.
[ ]	[ ]	Developing performance objectives.
[ ]	[ ]	Classroom management.
[ ]	[ ]	Use of student rewards for reinforcement of
[ ]	[ ]	student behavior or academic progress.
[ ]	[ ]	Crisis intervention.
[ ]	[ ]	Other (specify) 1976-77 _____
		Outset _____

6. For how many of these same training days was _____(Name)_____ involved in the training?

_____days, 76-77 comp ed training _____days, program outset training

7. Which one of the following statements best describes the training requirements for the paraprofessionals used in your school's compensatory education activities this year?

In Reading	In Math	
[ ]	[ ]	They are given no formal training but are given on-the-job training.
[ ]	[ ]	They are given a general orientation but no specific training.
[ ]	[ ]	They are given specific training in certain specialized areas.
[ ]	[ ]	They are given continual in-service training.
[ ]	[ ]	They must have completed (or at least be attending) a course program for paraprofessionals.

8. How many days of training related to compensatory education instructional activities will be provided to your school's paraprofessionals in 1976-77?

_____ days for reading _____ day for math _____ total days

9. How many such days of training were provided at the outset of the compensatory education program currently operating in your school?

_____ days for reading _____ days for math _____ total days

10. How many of these paraprofessional training days will you be involved in the training?

_____days 76-77 comp ed _____ days program outset

11. Which one of the following topics was most heavily emphasized during each of these training periods?

1976-77 Training	Program Outset	
[ ]	[ ]	General instructional techniques for disadvantaged children.
[ ]	[ ]	How to develop instructional materials.
[ ]	[ ]	Implementing individualized instructional activities.
[ ]	[ ]	Specific techniques for teaching reading.
[ ]	[ ]	Specific techniques for teaching mathematics.
[ ]	[ ]	Developing performance objectives.
[ ]	[ ]	Classroom management.
[ ]	[ ]	Use of student rewards for reinforcement of student behavior or academic progress.
[ ]	[ ]	Crisis intervention.
[ ]	[ ]	Other (specify) 1976-77_____ Outset _____

12. For how many of these same paraprofessional training days was (Name) involved in the training?

_____ days 76-77 comp ed _____ days program outset

F. STUDENT VARIABLES

1. Approximately what percent of your school's current compensatory education students started in your school at the beginning of the current school year? (An estimate to the nearest 5 to 10 percent would be sufficient unless you happen to know off-hand a more precise estimate.)

_____%

2. Approximately what percent of your school's compensatory education students are absent from school on any given day? (See question 1 for indication of desired precision.)

_____%

3. Approximately what percent of all the students in your school are eligible for the free lunch program in your district? (See question 1 for indication of desired precision.)

_____%

4. What percent of the compensatory education students in your school this year do you realistically expect to complete high school?

_____%

5. "If kids currently served by compensatory education programs were performing up to expectations in math and reading achievement, there would be no need for compensatory education math and reading programs." Accepting the premise of this quote, what would you describe as being the causes of their performance level?

_____

_____

_____

G. SCHOOL AND DISTRICT VARIABLES

1. How many parents attend a typical PTA meeting for your school?

   _____ parents

2. What percentage of the total parents does this level of attendance represent?

   _____%

3. Generally, how would you describe the morale of teachers in your school?

   [ ] Extremely high

   [ ] High

   [ ] Fairly high

   [ ] Average

   [ ] Rather low

   Why do you think this is so?_____

   _____

   _____

4. Are you satisfied with the method used in your school for making decisions on curricular matters involving compensatory programs?

   [ ] YES

   [ ] NO

   Please describe the experiences upon which you based your response:

   _____

   _____

   _____

   _____

H. UTILIZATION OF STAFF TIME

1. On a normal day, how many hours do the teachers of your school spend working at school?

   _____ hours

2. Is this time determined contractually?

   [ ] YES

   [ ] NO

3. Similarly, how many hours do you spend working at school on a normal day?

   _____ hours

4. Determined contractually?

   [ ] YES

   [ ] NO

5. What about the length of the working day for your school's paraprofessionals?

   _____ hours

6. Determined contractually?

   [ ] YES

   [ ] NO

7. And the length of the working day for any reading or mathematics specialists or consultants assigned to your school (but not paid from comp ed funds)?

   _____ hours

8. Is this time determined contractually?

   [ ] YES

   [ ] NO

9. What is the average number of hours per week you spend on compensatory education reading or mathematics activites this year outside of regular working hours?

   _____ hours/week

10. How have your regular working hours this year been divided among the following activities?

% Of Job Time	Activity
_____	Planning for compensatory education reading or math activities.
_____	Planning for all other instructional activities.
_____	Receiving or conducting training for comp ed reading or math activities.
_____	Receiving or conducting training for all other instructional activities.
_____	Participating in decisions (e.g., selection of materials and/or tests, determining who is to conduct training, determining performance objectives, determining evaluation designs) related to comp ed reading or math activities.
_____	Participating in decisions related to all other instructional activities.
_____	General administrative activites for compensatory education reading or math activities.
_____	All other general administrative activities.
_____	All other activities (list)_____
100%	

11. How many days of student attendance are intended for the 1976-77 school year at your school?

_____ days

12. How many additional days beyond those of student attendance are included in the typical teacher's working agreement at your school during 1976-77?

_____ additional days beyond student attendance days

13. How many such additional days beyond student attendance days are included in your own working agreement during 1976-77?

_____ additional days beyond student attendance days

14. What about the number of such additional days in the working agreement or understanding of your school's paraprofessionals?

_____ additional days beyond student attendance days

15. And what about the number of such additional days in the working agreement of any reading or mathematics specialist or consultant assigned to your school (but not paid from comp ed funds)?

_____ additional days beyond student attendance days

15. Not counting their time for lunch, how many hours are your school's students at school on a typical day?

_____ hours

I. MISCELLANEOUS CHARACTERISTICS

THE INFORMATION REQUESTED IN THIS SECTION MAY HAVE BEEN PROVIDED BY YOU AT AN EARLIER TIME; PLEASE EXAMINE THE ITEM INCLUDED HERE TO VERIFY THAT IS THE CASE. IF YOU HAVE NOT ALREADY SENT THESE DATA IN, PLEASE PROVIDE THE DATA COLLECTOR WITH THE REQUESTED INFORMATION AT SOME TIME DURING THE SITE VISIT.

1. Please provide the following information for the current school year.

1976-77

GRADE	TOTAL ENROLLMENT	TOTAL COMP ED STUDENTS	NUMBER OF REGULAR CLASSROOM TEACHERS	NUMBER OF REGULAR CLASSROOM TEACHERS WITH COMP ED STUDENTS IN CLASSES
Kindergarten	_____	_____	_____	_____
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
TOTAL K-6	_____	_____	_____	_____

2. How many compensatory education instructors and paraprofessionals served your students this year? Please give your response in terms of both the number of persons and the full-time-equivalent (FTE) positions, i.e., 2 half-time persons are equivalent to 1.0 FTE.

1976-77

GRADE	NO. COMP ED. INSTRUCTORS	FTE COMP ED INSTRUCTORS	NO. COMP ED PARAPROFESSIONALS	FTE COMP ED PARAPROFESSIONALS
K	_____	_____	_____	_____
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
TOTAL (K-6)	_____	_____	_____	_____

3. In the table below, indicate the number of parents or other community people who have assisted or worked with your teachers (without pay) in the conduct of your school's compensatory education reading or mathematics activities this year. Also, please indicate the averge number of hours of such voluntary service provided by the typical parent and other community person this year.

COMMUNITY PERSON	NO. OF SUCH PERSONS ASSISTING YOUR TEACHERS	HOURS OF SERVICE PROVIDED BY TYPICAL PERSON
Parent	_____	_____
Student Teacher	_____	_____
Student Volunteer (from other schools)	_____	_____
Member of Volunteer Organization (non-student)	_____	_____
Member of Service Club	_____	_____
Other	_____	_____

SAMPLE CODING FORM

IDENTIFICATION INFORMATION		Range	Data
Site Code (See Data Site Information Sheet)		4101-7399	1 2 3 4
Building Code (See Data Site Information Sheet)		0,1,2	5 — ID
District Comp Ed Director	0		
Building 1	1		
Building 2	2		
Code Data			
County _____		00-99	6 7
District _____		000-999	8 9 10
Building _____		000-999	11 12 13
Interviewee Code		10-69	14 15 — -ID
District Comp Ed Director	10		
Principal	20		
Teacher of Comp Ed Students			
Special Comp Ed Teacher	30-39		
Regular Classroom Teacher	40-49		
Paraprofessionals	50-59		
Other Staff	60-69		
Other Position(s) Held:			
First (see previous coding)		10-69	16 17
Second (see previous coding)		10-69	18 19

APPENDIX 14

DATA COLLECTOR'S MANUAL

DATA COLLECTOR'S MANUAL

NATIONAL INSTITUTE OF EDUCATION

INDIVIDUALIZED INSTRUCTION STUDY

1976-77

I. GENERAL INFORMATION

Purpose of the Stucy

This study is funded by the National Institute of Education (NIE) for the purpose of comparing the effectiveness of standardized compensatory education programs with individualized compensatory education programs. The compensatory education programs included in the study will be both reading and mathematics programs, and all have been appraised as "well-implemented" and, hence, comparable programs. The focus of the study is on comparing the effects of individualized programs versus these for standardized programs, and not on accumulating descriptive data regarding the variety of other dimensions along which individualized programs may vary from standardized programs. The effectiveness of both types of programs will be assessed by measures of reading and mathematics achievement (standardized tests) and by their broader effects on classroom environment. Thus, in addition to student testing, the study will employ in-depth observations of programs and interviews with school staff (i.e., principals, teachers, and paraprofessionals) to further amplify the student test data.

The concept of individualization of education has become one of considerable interest and inquiry not only among education researchers and practitioners but also among public policy makers and members of Congress. Section 821 (a) of Public Law 93-380, for example, mandates NIE to undertake an analysis of the effectiveness of educational methods and procedures, including the use of individual written educational plans for children.

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A variety of questions have arisen under the general issue of the effectiveness of individualized instruction:

- How effective are well-implemented individualized instruction programs in raising achievement in reading and mathematics for disadvantaged children?
- What is the impact and interrelationship among other effects created in the classroom and school environment that can be attributed to the effective implementation of individualized instruction?
- To what extent do local education agencies (LEA's) utilizing well-implemented individualized programs of instruction meet the specific needs of individual students?

Thus, the intent of this study is to provide information to answer some of these underlying issues through its comparative evaluation of standardized and individualized compensatory education programs in reading and mathematics.

The Role of the Data Collector

1. The Data collector's task responsibilities are identified and described in subsequent sections of this manual. The larger role of the data collector, however, should be kept in mind while discharging these task responsibilities. The data collector will be the primary individual involved in this study with whom local school personnel (principals, teachers, paraprofessionals, compensatory education coordinators, etc.) and members of the community have face-to-face contact. Thus, to these people he is the visible representative not only of the firm which has been contracted to conduct this study but also of the National Institute of Education, which has requested the evaluation study.

2. The data collector should realize that local attitudes toward the study (and, indirectly toward the implementation contractor and NIE) will be a reflection of his dealings with community representatives. Thus, the data collector should take care to conduct his responsibilities in an unobtrusive manner and in such a way as to minimize conflict with local school personnel and procedures. At the same time, he/she should be responsive to local community and school questions about the study and should be sufficiently informed about the study's purpose and methodology to provide accurate and straightforward answers (Questions beyond the scope of the data collector's knowledge should be referred to the Regional Coordinator or Data Collection Manager). In addition, the data collector should emphasize his/her role in the study as being one of an unbiased investigator.

II. DATA COLLECTION PROTOCOL

Local School and LEA Contacts

1. It is important to remember that many schools and local education agencies are very sensitive to inquiry or intrusion by outsiders. They may have participated in or been subjected to considerable examination and evaluation in the past, or they may simply be concerned about the role of NIE in evaluating programs which are in large part locally-developed and locally funded. Thus, data collectors should adhere to the protocol described below so that schools and LEA's are fully informed and prepared for each phase and undertaking of the study.

2. The primary and initial contact person for data collectors will be the local education agency's director or coodinator of Federal or Title I programs. (The individual's title may vary.) This individual will already be somewhat familiar with the study and with the schools which will be participating in the study. He will have been given the name of the data collector for his area by the Data Collection Manager. The first task of the data collector should be to telephone this individual so that the data collector can introduce him/herself and briefly review the study plans and procedures.

3. The initial contacts with the school principals also have been made by the Data Collection Manager. Each principal has been informed of his/her school's selection for the study and has been given the name of the data collector who will be responsible for that school. After contacting the Federal program coordinator, the data collector will contact by telephone

the principals of all of the schools to be included in the study in his/her district. The purpose of this call will be for the data collector to introduce him/herslef to the principal, to initiate communications before the onset of the school year, and to schedule a brief visit with each principal. It is important that this initial contact, like all subsequent contacts, should establish an atmosphere of open communication and should evidence an appreciation of the day-to-day demands and concerns of school personnel. The first meeting with the principal should be scheduled well in advance of the beginning of school activities in August in order to avoid unduly complicating the principal's schedule. This visit will enable the data collector to familiarize him/herself with the schools, the programs operating in the district, and the names and number staff persons involved. It will enable the principals to become more familiar with the study and its conduct. This brief initial meeting should include a discussion of the following elements of the study:

- the classrooms and staff members involved;
- determination of schedule and an appropriate location or initial staff interviews (principals, teachers, and teacher's aides);
- determination of schedule for administering pre-tests for achievement and affective capabilities; and
- determination of the most appropriate time and approach for the data collector to introduce him/herself to the teachers involved in order to explain the study more thoroughly. This orientation meeting with teachers must be scheduled before school starts, preferably during the district's teacher orientation week.

4. A teacher orientation visit should be scheduled in order to:

- fully explain the study to the teachers whose classrooms are involved;
- outline what specifically will be involved in terms of interviews and testing; and
- respond to teachers' concerns, and
- describe the role of the data collector in the study.

In addition, and most important, the data collector should confirm the tentative schedules and appropriate locations for interviewing and test administration which were previously discussed with the principal. If an empty classroom or office or a suitable area in the teachers' lounge is not available for use in all interviews, then the data collector must not only establish a time but also determine an appropriate location for each interview, and make sure that both the time and the location are acceptable to the teacher. If time permits, it may be possible to conduct some of the staff interviews during orientation week. During the orientation visit, it may be necessary for the data collector to emphasize the procedures for data confidentiality which will be operative during the study, and to indicate the data collector's appreciation of the need to minimize classroom disruptions. The approach of the orientation visit may be to meet with the teachers either as a group or individually, depending on the time constraints and preferences of the data collector, the principal, and the teachers themselves.

5. Staff interviews represent the first data collection task of the study. Staff interviews can be conducted as part of the teacher orientation visit, if meetings are individually scheduled. Otherwise, the interview schedule

should have been confirmed during the teacher orientation visit, and should be completed by the end of the first four weeks of the 1976-77 school year. When interviews are held while school is in session, it is important that the interview times be scheduled about a week in advance--at a minimum, two days in advance. It is important to recognize that the individuals to be involved in these interviews have substantial constraints upon the time they have available for participation. Teachers, for example, will probably have only one "free" period during which the interview can be conducted and may or may not easily have access to an appropriate interview location. This is the rationale for establishing an appropriate location for interviews before the interview time, so that time is not spent searching for a location. It is important that data collectors recognize the need not only to conduct the interview efficiently but also to be responsive to the teachers concerns regarding the study. During the interview session, therefore, the data collector should review briefly the procedures for data confidentialty and for administering the tests. The test administration guides can be reviewed, and a tentative schedule for administering the test can be established with each teacher individually. (However, since the tests will be administered on the same day, if possible, a final schedule should be developed after the interview and sent to all involved teachers.) Also during the teachers' interviews, an appropriate time for scheduling interviews with each teacher's aide(s) should be determined.

Interviews with principals may be easier to schedule, since principals have greater control over their time than teachers. However, the data col-

lector should recognize that principals may have more interruptions during the interview session. Therefore, the interview should be scheduled for at least one hour's duration. Again, the data collector should take care to be responsive to the principal's concerns and/or desires for additional information regarding study procedures.

Although appropriate times for interviewing the teacher's aides should have already been established during the teachers' interviews, it is important to confirm that time with each teacher aide as soon as possible, perhaps at the end of each day's teacher interviews. Again, an open and informative atmosphere should prevail during the aides' interviews.

6. Teachers' questions regarding the administration of the pre- and post-tests should be answered through a review and discussion of the test administration guides during the initial interview.

7. Many teachers find classroom visiters or observors disruptive of normal classroom routines. Certainly, the presence of the data collector in the classroom may introduce a certain atmosphere of artificiality, but disruption can be kept to a minimum by the use of the following procedures:

- scheduling the visit approximately two days in advance;
- informing the teacher about the nature of the classroom observation process;
- arriving at the classroom promptly at the appointed time; and
- being responsive to the teacher's wishes regarding classroom procedures during the observation period.

Local Community Contacts

1. In some school districts, the data collector may be requested or required to have contacts with local community groups (e.g., civic associations, school boards, PTA's, etc.) regarding the study. The purposes of these contacts will undoubtedly be diverse, but some local concerns can be anticipated:

- What is the purpose of this study?
- Why is "our" program being evaluated since it has already been evaluated before?
- Who will get the information about our schools and children?
- Will this study interfere with normal classroom procedures?

In order to answer these other questions, it is important that data collectors be familiar with the overall objectives and design of the study (see Section I of this manual) and with the procedures for selecting participating school districts. Data collectors should thoroughly familiarize themselves with the overall design and intent of the study because any inability to be straightforward and informative on their part may be interpreted as evasiveness or uncooperativeness by local groups and individuals. The data collector's attitude during community contacts should be one of providing information in an open, straightforward manner. Aggressive defense of the study should not be required nor undertaken. If questions from local groups are beyond the data collector's scope of knowledge or have ramifications for the conduct of the study, these questions should be referred to the Regional Coordinator or Data Collection Manager.

III. ADMINISTRATIVE PROCEDURES

Time Allocation Log

1. The Time Allocation Log should be maintained daily and submitted to the Regional Coordinator on the 15th and last days of each month. It indicates how the data collector's time was allocated, by task, over the reporting period. Prompt completion of the log is required for effective project management.

2. The procedures for completing the Time Allocation Log are as follows:

   a. Enter the time period covered by the report (e.g., November 1-15, April 15-30, etc.). Cross out the dateline which does not apply (i.e., for November 1-15, cross out the dateline 16-31). Draw vertical lines through dates representing weekends.

   b. Enter the number of actual hours spent each day in performing the five primary tasks: interviewing, testing, observation, training, and administrative tasks.

   c. Then enter the number of hours spent in ancillary tasks in support of the primary tasks. These ancillary tasks are labeled: interview-miscellaneous, testing-miscellaneous, and observation-miscellaneous. They include such tasks as scheduling interviews, coding interview and observation instruments, distributing test materials, etc.

   d. Enter the number of hours spent on any other task not covered by these categories in the "other" category. Specify what this "other" category was, e.g., meeting with PTA president.

   e. Total the number of hours vertically by day. The total hours should not exceed eight hours/day. Then total the hours horizontally by type of activity. Finally, total the last horizontal column (which should agree with the last vertical column) to derive the grand total which should appear in the block at the bottom righthand corner of the form.

f. A sample of a completed Time Allocation Log follows this page.

Expense Report

1. The expense report should be submitted simultaneously with the Time Allocation Log. It is important that it be submitted promptly not only for project management purposes but also so that data collectors can be expeditiously reimbursed for their out-of-pocket expenses. These expenses should not normally be significant but may include expenses directly related to the conduct of the data collection effort, such as: gasoline expenses for use of a private automobile, taxicab fares, local transportation expenses, or minor office supply purchases.

2. Completing this Report: The amount, date, type, and reason for each expense item should be indicated on the expense report. Any claim for reimbursement which exceeds $25.00 should be accompanied by a receipt.

Daily Activity Log

1. The Daily Activity Log, like the Time Allocation Log and the Expense Report, should be submitted bi-weekly. This activity log is a record of data collection contacts on a day-to-day basis. All information pertaining to schools and staff members will be recorded in code on this log. It is important to complete the form daily because it may be difficult to remember accurately the activities of any one day after some time has elapsed.

2. The procedures for completing the Daily Activity Log are as follows:

a. Each day, enter the code numbers of the schools visited and staff members involved for each primary activity which took place.

name HARRY JONES

district PEANUT GROVE

TIME ALLOCATION LOG

period 9/16/76 - 9/30/76

ACTIVITY	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL HOURS
INTERVIEWING	3	3															6
INTERVIEWING-MISC.	1																1
TESTING					8	8											16
TESTING-MISC.	1	3					8	8	8			8	4	4	1		45
OBSERVATION	2	2											4	4	6		18
OBSERVATION-MISC.	1																1
TRAINING																	
ADMINISTRATIVE															1		1
OTHER (specify)____																	
TOTAL HOURS	8	8			8	8	8	8	8			8	8	8	8		88

220

12

b. Circle the primary activity--interview, testing, or observation--involved in each situation.

c. Enter the date at the top of the page. If additional space is required, use a second page, enter the date again, and attach it to the first page.

d. A sample of a completed Daily Activity Log follows this page.

Confidentiality and Coding

1. Confidentiality of educational data--particularly student-related data--is a subject which has gained a great deal of attention during the past year. In order to protect the confidentiality of those individuals and schools which will participate in this study, all of the data will be coded on-site to guard against its improper use. The coding key will be developed on-site by each data collector. The key will assign a unique code to each school, principal, teacher, aide, and student. It will be kept in a secured area in the local data collector's office. Only one copy of the key will be made. This copy will be sent in a clearly labeled-sealed envelope to the Project Director, who will maintain the keys from all sites--unopened--in a secured area, as a precaution against inadvertent distruction of an on-site key. At the end of the project, both copies of all coding keys immediately will be destroyed.

2. The following considerations might be kept in mind when developing and using the coding key:

- It may be helpful to develop a code in which each digit or group of digits has some significance, rather than, for example, sequentially assigning a six-digit number to each person involved in the study. Thus, for example, unique digits or letters could be assigned to the various school buildings, classrooms, or roles (teacher, aide, student, principal) which when combined would produce a unique identifier.

DAILY ACTIVITY LOG

name Harry Jones date 9/16/75

district Peanut Grove

1 TYPE OF ACTIVITY: (Interview) Testing Observation

Location: 4409 (School) 42912 (Staff)

Comments:

2 TYPE OF ACTIVITY: (Interview) Testing Observation

Location: 3201 (School) 24101 (Staff)

Comments:

3 TYPE OF ACTIVITY: (Interview) Testing Observation

Location: 5605 (School) 36110 (Staff)

Comments:

4 TYPE OF ACTIVITY: Interview Testing (Observation)

Location: 7710 (School) 36205 (Staff)

Comments:

5 TYPE OF ACTIVITY: Interview Testing (Observation)

Location: 2308 (School) 42120 (Staff)

Comments:

6 TYPE OF ACTIVITY: (Interview) Testing Observation

Location: 1403 (School) 23100 (Staff)

Comments: Interviews interrupted -- finish Friday

All School and Staff enteries are to be denoted by numerical identifiers only.

- There should be a balance between the logic and ease of using the code from the data collector's viewpoint and the ease of decoding the information by an outsider. For example, assigning students numeric codes based on the alphabetic order of their last names may not serve much purpose in terms of data security.

- When including the copy of coding key to the Project Director, write "DO NOT OPEN" in large legible print on the front of the envelope.

IV. DATA COLLECTION PROCEDURES

Interviews

The following general procedures apply to all interview situations:

a. Explain that you work for the implementation contractor which is under contract to NIE.

b. Emphasize that you are not allowed to explain any items; respondents are to respond to items to the best of their ability.

c. Specific instructions for each questionnaire follow this section on general procedures. However, for all questionnaires, you should always fill out the lefthand side of of the response sheet first, either checking off answers or filling in blanks as the respondent gives you the information. It is extremely important for checking purposes that the lefthand side is completed.

d. Do not code responses in the data fields on the far right of the response sheets during any interview unless you can accomplish this task unobtrusively and without unduly delaying the interview process.

e. Record the coded ID number in the ID space of every sheet of every response set you use.

f. When you code the data (i.e., enter it on the righthand side of the response sheet) enter data in every indicated (blank) coding space. The "range" column will indicate how many digits are required (e.g., an answer of 2% with a coding range of 000-100, would be entered as 002).

g. Print as legibly as you can. Take care so that the numbers you code on the far right on each response sheet are clearly readable. Remember that it is particularly easy to confuse "1" and "7" and "4" and "9" when writing is not neat.

h. After you finish coding, you should have no blanks on any of the forms except those identified in some documents as being appropriate (e.g., blanks next to shaded items on response sets or blanks listed in the coding instructions for cases of overlap in study personnel).

In Appendices A through D of this manual are the specific instruments to be used during interviews with:

- District Coordinator (Appendix A)
- Principals (Appendix B)
- Teachers (Appendix C)
- Paraprofessionals (Appendix D)

Observations

1. One aspect of your responsibilities as a data collector will be to collect data regarding the implementation of the comprehensive education program in your school district. A data collection/observation instrument has been specifically designed for the program being used in your district. During the training session, you were instructed in the use of this instrument.

2. This is the only instrument you will use to record data and/or observations regarding program implementation. As with all data collection instruments and questionnaires used in this study, you should follow instructions carefully, collect the data during the appropriate timeframe, and code all data which could identify any school, student, or school personnel.

Test Administration

1. Three types of tests will be administered to all students involved in this study: Stanford Achievement Test (SAT), the Piers-Harris test of (student) self-concepts, and a test of (student) Attitudes Toward School.

2. The SAT will be given twice during the school year, once at the beginning of the year and again at the end. It is very likely that the school district will also have a standardized achievement test which it will administer to students for its own purposes. During your first conversation with the school principal, you should determine what the school's schedule is for administering their own standardized achievement tests. If the school's testing schedule is such that fall achievement tests will be given before you are ready to administer the SAT, then it is important that, in the spring, the school's test also should precede the SAT for this project. Conversely, if the school's test will occur after the SAT in the fall, then, in the spring, the school test also should occur after the SAT for this project. It is very important that the order in which the school and the project achievement tests are given is consistent from the fall to the spring. It is also important that the achievement tests be scheduled for all classrooms on the same day or days.

3. The two other tests should be given fairly late in the school year--March or later. It is not necessary, but it may be convenient to schedule the tests for the same day for all classrooms in the school which are involved in the study.

4. The classroom teachers will administer the test. Your role will be that of a central information source and monitor, should a need for assistance or information arise. All of the tests are standardized and all have manuals or instructions for their use. It is the responsibility of the data collector to be thoroughly familiar with those instructions. Know them well enough so

that you could administer the test if you had to. The reason your familiarity is stressed is that you must serve as the focal point for training the teachers in the use of the tests. This training will be an individual effort, and can conveniently be included as part of the teacher interviews. Thus, at the conclusion of the teacher interview, the data collector should review the procedures for conducting all three of the types of outcome measurement instruments. Each teacher will be provided with copies of manuals and instructions before the tests are conducted.

5. The data collector should follow the procedures outlined below in overseeing the administration of the three types of instruments--the SAT, the (student) Attitudes Toward School, and the Piers-Harris (student) self-concepts test:

- All test materials required for the project will be sent to the data collector. Test materials will include teachers' instruction manuals, sample tests, student test booklets, and answer sheets.
- Test schedules should be agreed upon by teachers and school principals and established well in advance (at least two weeks) of actual testing day.
- Teachers instruction manuals and sample tests should be provided by the data collector to all teachers for review several days in advance of the testing date. The actual student tests should be delivered by the data collector to the teacher on the day before the test is to be administered.
- The data collector should be accessible to teachers at appointed times for several days prior to testing in order to answer any questions. During the actual administration of the tests, the data collector must also be accessible at all times--either personnally or by telephone--in order to offer assistance or to actually administer a test in cases of emergency.

- The data collector should pick up completed tests as soon as the testing period is over. The teacher should have checked to make certain that all student tests were present, but the data collector should confirm this. Then, the data collector should affix the student code labels on the tests so that no test can be identified by student name. All tests should tehn be sent to the Data Collection Manager.

APPENDIX A

DISTRICT COORDINATOR QUESTIONNAIRE

EOMPENSATORY EDUCATION STUDY

NIE

SURVEY CONDUCTED BY:
EDUCATION TURNKEY SYSTEMS, INC.

QUESTIONNAIRE FOR:

DISTRICT COORDINATOR

TO BE FINALIZED BY

IMPLEMENTATION CONTRACTOR

APPENDIX B

PRINCIPAL QUESTIONNAIRE

COMPENSATORY EDUCATION STUDY

NIE

SURVEY CONDUCTED BY:
EDUCATION TURNKEY SYSTEMS, INC.

QUESTIONNAIRE FOR:

PRINCIPAL

INCLUDED AS APPENDIX 13

OF THIS REPORT

APPENDIX C

TEACHER QUESTIONNAIRE

COMPENSATORY EDUCATION STUDY

NIE

SURVEY CONDUCTED BY:
EDUCATION TURNKEY SYSTEMS, INC.

QUESTIONNAIRE FOR:

TEACHER

TO BE FINALIZED BY

IMPLEMENTATION CONTRACTOR

APPENDIX D

PARAPROFESSIONAL QUESTIONNAIRE

COMPENSATORY EDUCATION STUDY

NIE

SURVEY CONDUCTED BY:
EDUCATION TURNKEY SYSTEMS, INC.

QUESTIONNAIRE FOR:

PARAPROFESSIONAL

TO BE FINALIZED BY

IMPLEMENTATION CONTRACTOR